

# STATE OF MARYLAND TEACHERS' YEAR BOOK

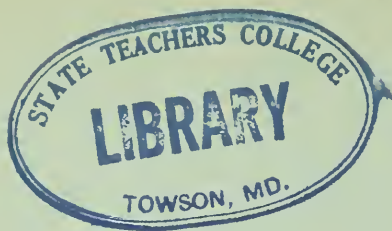
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FOR THE INFORMATION AND GUIDANCE OF  
OFFICIALS AND TEACHERS OF THE PUBLIC  
SCHOOLS : OF : THE : STATE : OF : MARYLAND



SCHOLASTIC YEAR, 1911-1912

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1911/12







BALTIMORE ORIOLE.  
(*Icterus galbula*),  
 $\frac{1}{2}$  Life-size.

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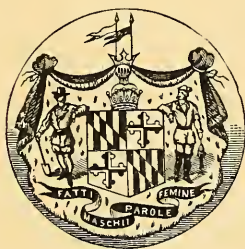
STATE OF MARYLAND

# TEACHERS' YEAR BOOK

For the Information, Use and Guidance of  
Officials and Teachers of the Public  
Schools of the State of Maryland

*SCHOLASTIC YEAR 1911-1912*

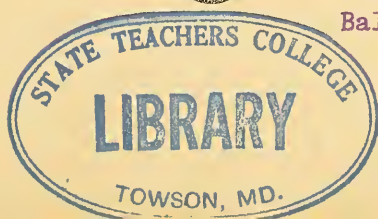
Prepared and Published by  
M. BATES STEPHENS, State Superintendent  
B. K. PURDUM, Assistant



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# STATE OF MARYLAND

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GEORGE W. JOY.....	Leonardtown.....	St. Mary's county.
WM. H. DASHIELL.....	Princess Anne.....	Somerset county.
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# STATE DEPARTMENT OF EDUCATION

## ANNAPOLIS, MD.

### List of Institute Dates for Counties in Maryland, Scholastic Year 1911-12

Prepared and Issued by the State Superintendent of Education

Name of County	Date	Visiting Superintendents	Normal Instructors
ALLEGANY	Aug. 7-Sept. 1.	John T. Hershner. S. Simpson.	No assignment.
ANNE ARUNDEL	Aug. 28-Sept 8	Joseph Meredith. John T. White.	Reginald H. Ridgeley.
BALTIMORE	Sept. 5-16	A. C. Willison. W. P. Beckwith.	No assignment.
CALVERT	Oct. 16-20	W. J. Holloway, Edward M. Noble.	W. Franklin Jones. Miss Mary H. Scarborough.
CAROLINE <sup>2</sup>	Oct. 2-6.	J. Briscoe Bunting. A. S. Cook.	Miss Inez M. Johnson.
CARROLL	Sept. 11-16.	Samuel Garner. E. A. Browning.	W. Franklin Jones. W. H. Wilcox.
CHARLES <sup>1</sup>	Sept. 4-8.	W. H. Dashiell. John P. Fockler.	Miss Camilla J. Henkle.
CECIL	Sept. 4-8.	Nicholas Orem. George W. Joy.	Miss Ella V. Ricker. Miss Sarah E. Richmond.
DORCHESTER	Sept. 4-8.	E. W. McMaster. Nicholas Orem.	Miss Inez M. Johnson. Miss Mary H. Scarborough. Ernest E. Race.
FREDERICK	Jan. 2-6.	W. J. Holloway, Earle B. Wood. Milton Melvin.	W. Franklin Jones (3 days) W. H. Wilcox (2 days).
GARRETT	Aug. —	John T. White. E. W. McMaster.	Miss Minnie L. Davis.
HARFORD	Sept. 4-8.	E. A. Browning. B. J. Grimes.	R. L. Haslup.
HOWARD	Oct. 16-20.	Samuel Garner. Milton Melvin.	Ella V. Ricker (3 days). Sarah E. Richmond (2 days)
KENT	Sept. 4-8.	A. S. Cook. E. M. Noble.	Miss Minnie L. Davis. Samuel A. Baer.
MONTGOMERY <sup>1</sup>	Sept. 4-8.	John T. White. S. Simpson.	Miss Hanna A. Coale.
PRINCE GEORGE'S <sup>1</sup>	Sept. 4-8.	George W. Joy. J. Briscoe Bunting.	Wilhelmina McLeod.
QUEEN ANNE'S <sup>2</sup>	Oct. 2-6.	Chas. T. Wright. Earle B. Wood.	Sarah E. Richmond (2 days)
SOMERSET <sup>3</sup>	Aug. 31-Sept. 7	A. C. Willison. B. J. Grimes.	Miss Florence A. Snyder.
ST. MARY'S <sup>1</sup>	Sept. 4-8	Frederick Sasceer. M. R. Stone.	Miss Hanna A. Coale.
TALBOT <sup>2</sup>	Oct. 2-6.	M. R. Stone. Frederick Sasceer.	W. Franklin Jones.
WASHINGTON	Jan. 2-5.	Chas. T. Wright. W. D. Bratton.	W. H. Wilcox (3 days). W. Franklin Jones (2 days)
WICOMICO <sup>3</sup>	Aug. 31-Sept. 7	W. D. Bratton. W. C. Phillips.	W. H. Wilcox.
WORCESTER <sup>3</sup>	Aug. 31-Sept. 7	O. B. Boughton. W. C. Phillips.	Miss Florence A. Snyder.

<sup>1</sup>Note: Charles, Montgomery, Prince George and St. Mary's counties will meet jointly in the city of Washington.

<sup>2</sup>Caroline, Queen Anne's and Talbot counties will hold a joint institute at Denton.

<sup>3</sup>Worcester, Wicomico and Somerset counties will meet jointly at Ocean City.

## INSTITUTE INSTRUCTORS

## RECOMMENDED BY THE STATE SUPERINTENDENT.

Charles H. Albert, Ph. D., Principal State Normal, Bloomsburg, Pa.—Practical Pedagogy.

Joseph H. Apple, A. M., President Woman's College, Frederick, Md.—Application of Psychology to Teaching.

Samuel A. Baer, Ph. D., Frostburg, Md.—School Management.

George P. Bible, 5025 Race street, Philadelphia—Reading and Practical Pedagogy.

Richard Gause Boone, Ph. D., Long Beach, Cal., Editor of "Education"—General Educational Topics.

Sarah C. Brooks, M. A., Baltimore, Md.—Primary Methods and Construction Work.

Martin G. Brumbaugh, Ph. D., Superintendent of the Schools of Philadelphia, Pa.—Psychology and Pedagogy.

James E. Carroll, A. M., Superintendent of Kent County Free Schools, Dover, Del.—Classroom Management.

Alexander Chaplain, Ped. D., Ex-Superintendent Talbot County (Maryland) Schools—School Management.

Isabel A. Coffin, A. M. (Graduate N. Y. Teachers' College) 237 W. Forty-fourth street, N. Y.—Art Studies.

John H. Cox, Professor of English Philology in West Virginia University (Morgantown, W. Va.)—Literature and General Pedagogy.

(Miss) Nadine Crump, 2123 F. street N. W., Washington, D. C.—Reading and Primary English.

Isobel Davidson, Primary Supervisor Baltimore County Schools, Towson, Md.—Primary Subjects and their Methods.

D. D. Fess, Ph. D., General Lecturer, Chicago University—Department of History and Physics.

Charles B. Gilbert, Ph. D., Author and Lecturer, 1170 Broadway, N. Y.—General Pedagogy and English.

Francis H. Green, A. M., Department of English, West Chester, Pa., Normal—English Grammar and Literature.

C. H. Gordinier, Ph. D., Department of English, Shippensburg, Pa., State Normal—English and School Management.

Mari Ruef Hofer, Teachers' College, New York, Extension Teacher, Columbia University—Music and Games.

W. E. Lugenbeel, Ph. D., Teacher of Mathematics, Winona Normal School (address, Effingham, Ill.)—Literature and Mathematics.

E. Oram Lyte, Ph. D., Principal Millersville (Pa.) Normal School—English and School Government.

(Miss) Marion Mackenzie, B. S., 4816 Florence avenue, West Philadelphia—Nature subjects.

Nan L. Mildren, Primary Supervisor Frederick County (Md.) Schools, Frederick—Primary Teaching.

Frank M. McMurry, Ph. D., Teachers' College, Columbia University, N. Y.—Geography, History and School Curricula.

Cap. E. Miller, Sigourney, Iowa—Elementary Agriculture in Our Public Schools.

Lelia E. Patridge, Laurel Springs, N. J.—Methods and School Management.

Leon C. Prince, Carlisle, Pa.—Lectures on Popular Topics.

Dr. George M. Phillips, Principal West Chester (Pa.) Normal School—General Pedagogy.

J. Adams Puffer, 168 Great Plain avenue, Needham, Mass.—Lecturer on Educational Topics.

(Mrs.) M. Landon Reed, 1604 K street N. W., Washington, D. C.—The Culture of the Body and the Art of Expression.

Nathan C. Schaeffer, State Superintendent of Instruction, Harrisburg, Pa.—“Thinking and Learning to Think.”

David Eugene Smith, Ph. D., Teachers' College, Columbia University, N. Y.—Mathematics.

Levi Seeley, Ph. D., New Jersey State Normal School, Trenton, N. J. (482 West State street)—General Methods and History of Education.

Geo. D. Strayer, Ph. D., Columbia University, N. Y.—School Subjects and their Methods.

Lida Lee Tall, Intermediate Supervisor Baltimore County, Towson, Md.—Supervision.

George W. Twitmyer, Ph. D., Superintendent Wilmington (Del.) Schools—School Management.

Hon. James H. Van Sickle, Superintendent Baltimore City Schools—School Management.

Orson L. Warren, Elmira, N. Y.—Penmanship, Biography and History.

Henry S. West, Ph. D., Assistant Superintendent Baltimore City Schools—English.

A. Duncan Yocum, Ph. D., Head of Department of Pedagogy, University of Pennsylvania, Philadelphia—Pedagogy.

Anne Rothwell Stewart, 114 W. Twenty-third street, Baltimore—Expression and Physical Education.

W. Franklin Jones, Toulon, Ill.—Pedagogy and Psychology. (Maryland State Normal.)

Ada Van Stone Harris, 37 E. Twenty-eighth street, N. Y.—English.

L. A. Robinson, Department of Pedagogy, Winthrop Normal, Rock Hill, South Carolina.

Dr. O. H. Corson, Columbus, Ohio.

Wm. A. McKeever, Professor Philosophy, Kansas Agricultural College, Lecturer—Moral Education.

Mary Brevard Roberts, 1305 S. Fifty-third street, Philadelphia, Pa.—Interpretative Recitals.

Grace H. Hare, 2004 Mt. Royal Terrace, Baltimore—Methods in History, Literature and Reading.

H. D. Hemenway, Northampton, Mass.—Playgrounds and School Gardens.

A. R. Spaid, A. M., 505 W. Twenty-first street, Wilmington, Del.—Pedagogy. Illustrated evening lectures.

Edith Kunz, New Brighton, N. Y.—Child Study.

Stanley L. Krebs, care of John Wanamaker, Philadelphia, Pa.—General Pedagogy.

## HOW TO MAKE THE SCHOOL THE CENTER OF COMMUNITY LIFE.

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BY THE STATE SUPERINTENDENT.

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In any discussion which involves the management and control of the school there are two propositions which seem fundamental and concerning which there should be unanimity of opinion, viz:

1. A republican form of government makes the school an absolute need to the community, and

2. Its purpose being of primary importance, the school should be the center of community life.

While these propositions may not challenge universal assent, it is hardly to be expected that any one would risk his reputation for sober thought and a knowledge of the basal requirements of our national life by denying the first; and no up-to-date school official, progressive in ideas and constructive in methods, would venture to do violence to the settled convictions of our school teachers, by demurring to the second.

In theory, at least, method, in importance, precedes material; and in the consideration of school problems, it is easier to discuss the *what* than the *how*. After an experience of a quarter of a century as an executive officer in school administration, the task of telling our Maryland school officials and teachers "*how to make the school the center of community life*" is a most difficult one for the writer. It is, perhaps, the most important of the several important questions connected with the administrative and supervisory part of school administration, and, because of this, there must be an earnest interchange of views, looking to its proper solution.

Rapidly changing conditions in our civilization make our views more or less tentative, not alone on this, but touching other school questions as well. But there is a noticeable public demand to change school education from a purely academic basis, where the memory faculty has been enthroned in our system of instruction, to the detriment of other mental powers, and place it on a more practical foundation, on which the whole child may grow and develop. This new ideal involves not only a different course of study, but it means a change of relationship which the school has, heretofore, held to the community. The demands made on the school are so great, and to meet them effectively is so vital, that no one can deny that, of all the factors that enter into social life, the school is easily the most influential, and, because of its primary importance, it must be made the *center* of such life.

Assuming that it belongs to the school to occupy a central position in the community's life, why does it not do so? In most cases it is plain it does not do so. Where must the blame be placed? It is probable that both the school and the community are at fault, and each should vie with the other in placing the school in the high place it should occupy. Indeed, the school cannot do its best work, and meet popular expectation, until there is a general recognition of its primary importance in creating conditions which fix the character of the community.

The school is an arm of the home. The people have transferred to it certain duties which were formerly met in the home; but they never meant that its control should pass from the home, or its policy should not be shaped therein.

Those of us who are charged with the work of administration and teaching should not lose sight of the fundamental fact that the school was organized by the community—an aggregation of homes—that it belongs to the community, because it supports it, and must necessarily belong to its control. This mistake is an easy one to make, for the reason that the school official or teacher feels he knows much more about the work the school was designed to do than the average citizen of the community.

The first step, then, toward a sensible adjustment of the question, will be to acquaint the people of the district with the meaning of school education, the processes of good teaching, and what the law expects of them to place the school on the high plane which it should occupy. There is woeful ignorance of these things among many of our patrons; and, for this condition, the blame attaches largely to the school official and teacher. Much criticism of sane methods could have been averted; many subjects which enriched instruction would not have been labelled *fads*; and scores of rational and constructive school teachers, who were called erratic, would have held their positions, had the people of the community been *informed* or consulted about their merit before they were adopted. There should be wide discussion of changes looking to school improvement, not alone by teachers, but by patrons as well, before changes, looking to such improvement, are made. The people must feel they have some hand in these things, for otherwise hostile public sentiment can nullify the effect of our best work.

#### THE SCHOOL UNIT.

In Maryland our school system rests upon the best law to be found anywhere. The best part of our school law is that which makes the county the unit in school administration. Seeing its wonderful possibilities for making schoolroom results effectual, many States are following this provision. No other plan can give such effectiveness to the machinery of a school system; and it may be said that this feature, more than any other, has given our Maryland schools an unusual prominence throughout the country. A close study of the particular question

under discussion convinces the writer that we cannot enlist that co-operation and sympathy from the community, so long as the management of school affairs is, in a sense, lodged away from the people of the community. There are ear-marks of a monarchy in the control of our schools. All power comes down from the Governor to the people, as regards the officials of our school system. He appoints the School Commissioners, and the Commissioners appoint the School Trustees. No one connected with the school is elected by the people; and, because of this, there is lacking at least one tie which would bind them more closely to the school, and make it more than it now is—the center of community life. The people should *elect* the district school trustees, and the persons thus selected would be the *representatives* of the people of the community. This will place the control of the school directly in the hands of the community, where it belongs.

#### THE RIGHT TO LEVY A SPECIAL TAX.

Whatever may be the unit in school administration, there should be given to every school district the right to levy a school tax in addition to the amount now available from State and county appropriations. Such a law will not prejudice efforts of county school officials to improve school conditions, and to guarantee to each community reasonable school advantages. Where all schools of a county are treated alike, there is wanting individuality or distinctiveness. Opportunity should be given a locality to raise a special school tax, should there be a desire to make improvements, or add facilities beyond those the County School Board provides.

People, generally, believe in education, but, in many cases, they are not enthusiastic over their school. They need to be brought into more direct touch with its support. In school affairs, as in other matters, the more money and service we put into a thing, the more interest we feel. A direct school tax brings the school problem immediately to their attention, and will make them feel that they are responsible for the school's success. This idea, if enacted into law, will beget, among our communities, a spirit of rivalry which will be wholesome, in that it will make the school, more and more, the center of the community's activity and life.

#### THE PRINCIPAL TEACHER.

There should be, at the head of every school, a teacher with a genius for teaching and governing—a person who can create conditions which will not only permit, but encourage pupils to live and grow. No ordinary person can do this. The principal teacher, even in the remote rural school, should possess, not alone scholarship and skill, but should have a large amount of executive ability, which we sometimes call “common sense.” The tendency has been, for years, to put the best teachers in the towns and cities. The inexperienced and untrained, and, in many

cases, the failures of the larger schools, are sent to the one-teacher schools. The practice is altogether wrong, as the head of the rural school should be the best equipped and the best paid of all our elementary teachers. The demands on such a school are unusual, and its teacher should be extraordinary in knowledge, skill and common sense. If we are to make such schools *centers* of community life, we must not burden them with the cast-off members of the profession, and such as could not be trained for the high calling of teaching. The problem of putting at the head of every school a capable teacher and an able executive could be simplified very much through the plan of consolidation of two or more schools, and the transportation of pupils at public expense. Any arrangement which will decrease the number of principal teachers will improve the quality. Outside of Baltimore county, there has not been much done in the way of school consolidation. It is another case where our people have not been *informed* properly as to its purpose and advantages. It will be many years before consolidation will become general throughout the State, for reasons given above, and for geographical causes as well; and we are facing, and will do so for some time to come, the problem of providing the right kind of principal teachers. It is impracticable to get rid of all such teachers who do not measure up to a fair standard of fitness, since we have no better supply to fill their places. We can hope only to drop the most flagrant cases of inefficiency and set ourselves about the task of bringing a new vision to those now holding these positions.

The summer school is doing its part in the improvement of the teaching force. Every year hundreds of our number are catching new glimpses of the magnitude and importance of their calling, and the number will steadily increase; but, after all, the number who attend the summer school, when compared with the total number of teachers, is small. We must not overlook the rather significant fact that those who attend such schools are not our most incapable, but usually the best teachers. We are dependent on some plan which will send *all* the teachers, and more especially, those who do poor work.

#### SCHOOL SUPERVISION.

The last General Assembly made provision for this need. Every county may have at least one supervising teacher, and an additional one for every one hundred teachers. Where care was exercised to appoint a well-qualified person for the work, nothing has been attempted in teaching improvement which has brought better returns for the investment, or which has vitalized school work in general, more than the introduction of closer supervision through the employment of grade supervisors. In counties where this reform has been inaugurated, it is believed that the efficiency of the teaching force has been increased from 20 to 40 per cent. This showing alone would be enough to justify the plan of supervision. But its good work does not stop in the schoolroom. The

same supervisor can address public audiences on school topics, contribute to the county press, and organize patrons clubs, where monthly meetings may be held. In such ways school policies and teaching methods may be discussed and understood.

The school will not—cannot—become a center of interest, unless it is made so. It will not become such until some one points the way and actually makes possible the organization of patrons, which will select the school as the meeting place. The supervisor can aid the teacher in arousing public sentiment in favor of better school conditions, and create a more healthy atmosphere for modern methods.

#### BETTER SCHOOLHOUSES.

The school building needs to be a different structure from the one we ordinarily find. Much has been done in recent years to provide better houses and furniture, but there is very much to be done before every community can point with pride and satisfaction to the home of its school. Look around your county and see how many buildings and grounds are really attractive in appearance—attractive enough for the people of the neighborhood to call the attention of the stranger to it! It is an uphill fight to persuade those who make up the community that the school should be the center of its life, where there is an inadequate and unsightly building. The teacher, like the good homemaker, can do much to make the school plant beautiful. As the home of children five days a week, it should be kept clean, and much beautifying can be done at but little cost, both within the building and outside of it. The people of the school district must be given some part in this particular work. It furnishes an opportunity to give them something to do and something to pay. Service and sacrifice—the school and the patrons need both. Every year there should be collected from the people of the community a respectable sum for this purpose. This seems a most difficult task, but it can be done—it will be done by the present-day teacher, under the care and direction of a wise grade supervisor. It is, possibly, as fundamental toward making the school the center of community life as any one thing we can do.

We repeat what we have said on other occasions, that every school building, in addition to the regular rooms where pupils sit and recite, should have a workshop or experiment room. The present situation does not favor concrete teaching, because there are so few facilities to demonstrate the abstractions of the text-book. We are trying to study things, and not merely learn some facts about them. Education must hold some close relation to industrial or vocational life, and the school must become the place where manual arts, at least the elements, may be acquired; and home economics, including cooking and sewing, may be taught. The hands need to be educated as well as the brain. Pupils must learn to work and to respect labor, and realize that all work is honorable and worthy if done well and honestly. Our schools have been pat-

erned too much after the ideas of Socrates, who held that "it was the business of a wise man to die, to escape the confession and corruption of the senses and the degradation of work with the hands; and, by *pure reflection*, to ascend into complete fellowship with the absolute Good."

School teaching must stand for a different ideal today. We now live in an age when it is considered rational to bring high and noble thoughts to the practical concerns of life. It is not enough to absorb and reflect—we must produce. The school must make it easy for the child to adapt itself to the world and its activities, by touching things, and not merely names. It is poor teaching which does not bring the pupil in direct touch with nature, for to touch the earth and study its interests means new life, and not degradation. The additional room is the place where there can be much thoughtful laboratory work done along with the science work, which the school must do.

Eighty per cent of the school patrons of the counties of our State are interested, in some way, in agriculture, which makes its interests so fundamental that its elements, at least, should be taught in every rural school. The benefit which would come to farmers from corn contests and exhibits, if carried on properly, under the direction of the school, would be, possibly, more than enough to pay the expenses of maintaining the school. When people can see that the school makes some immediate return in money there will be but little trouble to enlist popular interest and support.

#### SUMMARY.

We offer the following summary of suggestions for making the school the center of community life:

1. The school is the greatest social institution in American life, and its government should be consistent with the principles of a republican form of government. The local trustees or directors of a school should be elected by the people of the district, and ought not to be appointed by a central school board.
2. In addition to State and county appropriations, which should be sufficient to guarantee a reasonable school term and a living minimum salary to the teacher, there should be given to the school district the authority to tax itself for school improvements. This plan begets a healthy rivalry among various school districts, and gives to the school situation an individuality or distinctiveness which it is well for every school to enjoy.
3. Every school building should be attractive in appearance, comfortable in its arrangement, well heated and properly ventilated. It should contain an additional room to be used as a workshop and laboratory where the work may become less theoretical and more practical through more science teaching. The elements of agriculture should be taught in every rural school.
4. The principal teacher should be noted for common sense or execu-

tive ability, as much so as for scholarly attainments. He should have the power to govern a school and the tact to make people do things for the school, without being offensive. Teachers of one-room school buildings should be the most capable and best paid elementary teachers.

5. Every school district should have the instruction and inspiration made possible by the appointment of one or more grade supervisors for every county. Many teachers become discouraged, and many communities lack a good school spirit, because school supervision is often inadequate and inefficient. The supervisor is a close medium between the teachers and patrons.

6. Every school community should have a permanent school organization to meet at stated times during the school year. It should revive the old-time debating society, the spelling-bee, and provide for talks on local industries, including agriculture and home economics. This organization should maintain in the school a good library for the benefit of both pupils and citizens.

7. In short, there should be, in all matters of mutual interest, a complete understanding and entire confidence among teachers, pupils and patrons, and such sympathy and co-operation will surely follow as will make the school the center of interest in the community.

## COURSE OF STUDY FOR NORMAL SCHOOLS

## ACADEMIC COURSE.

(ADOPTED JUNE, 1908.)

<i>First Year.</i>	<i>First Term.</i>	<i>Second Term.</i>
ENGLISH—Composition and Rhetoric.....	3	3
HISTORY—Ancient and Medieval.....	3	3
MATHEMATICS—Algebra .....	5	5
SCIENCE—Physical Geography .....	5	
Botany .....		5
LATIN—First Latin Book (Completed).....	5	
Caesar .....		5
ART—Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week .....	5	5
	<hr/> 26	<hr/> 26
 <i>Second Year.</i>	 <i>First Term.</i>	 <i>Second Term.</i>
ENGLISH—Composition and Rhetoric .....	3	3
Studies in English Literature with weekly Essays.		
HISTORY—Modern History .....	3	3
MATHEMATICS—Plane and Solid Geometry.....	5	5
Book-keeping (8 weeks).		
SCIENCE—Physics .....	5	
Chemistry .....		5
LATIN—Cicero .....	5	
Virgil .....		5
ART—Drawing. Vocal Music. Elocution. Manual Training. Physical Training. Each one period a week .....	5	5
	<hr/> 26	<hr/> 26

## NORMAL COURSE.

(ADOPTED JUNE, 1908.)

<i>Senior Year.</i>	<i>First Term.</i>	<i>Second Term.</i>
PEDAGOGY—Art of Teaching .....	5	
Psychology .....		5
Review of Elementary Studies:		
Grammar .....		5
History .....		5
Observation in Model School .....	5	5
ENGLISH—History of English Literature.....	3	3
Studies in English Literature with weekly Essays.		
HISTORY—Civil Government .....	5	
SCIENCE—Physiology, with Elementary Studies in Biology	5	
ART—Drawing. Vocal Music. Elocution. Manual Train- ing. Physical Training. Each one period a week	5	5
	<hr/> 28	<hr/> 28

<i>Junior Year.</i>	<i>First Term.</i>	<i>Second Term.</i>
PEDAGOGY—Psychology .....	3	
Principals of Teaching .....		3
School Management and School Law .....	5	
History of Education .....	3	
Review of Elementary Studies:		
Geography .....	5	
Arithmetic .....		5
English .....	2	2
Practice Teaching in Model School (each member of the class must teach forty-five minutes daily for twenty weeks, to be fol- lowed by critique).....	5	5
SCIENCE—Nature Study .....		3
HISTORY—Constitution of United States and of Mary- land. Maryland Teachers' Manual.....		3
ART—Vocal Music. Elocution. Each one period a week..	2	2
	<hr/> 25	<hr/> 23

## COURSE IN PEDAGOGY FOR COLLEGES.

Chapter 635, Section 122E of the General Assembly of 1908 reads as follows:

"122E. Any graduate of the department of pedagogy, of any reputable college or university, maintaining a department of pedagogy that has been approved by the State Board of Education of Maryland, shall be entitled to teach in the public elementary or high schools of the State of Maryland without examination. The diploma of said graduate shall be rated as a first grade teachers' certificate and be subject to classification by the county superintendent of the county in which said graduate may be employed to teach."

In compliance with the provisions of this Act, the State Board of Education, at a meeting held at Ocean City on June 26, 1908, prescribed the course of pedagogy (which follows), as one which will have the approval of said Board, as meeting the requirements of law. This course in pedagogy is elective by students who desire to teach, after completion of the work of the Sophomore class; and shall be pursued in connection with the major subjects of the regular college work prescribed for the Junior and Senior years.

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JUNIOR YEAR.COURSE A.—*General History of Education.*

Embracing a review of the most eminent educational theories and systems of ancient and modern times. First Term. Twice a week.

COURSE B.—*Psychology.*

The content and development of mind, studied with the special view to comprehending the art of teaching, as based on a knowledge of the child. Second Term. Four times a week.

COURSE C.—*Special Method.*

Review of Elementary English, Geography and Arithmetic, and a study of methods and devices used in teaching these branches. Throughout the year. Three times a week.

COURSE D.—*Drawing, Music, Elocution and Physical Training.*

Once a week in each of the subjects named throughout the year.

## SENIOR YEAR.

COURSE E.—*General Method.*

The Philosophy of Teaching. A study of the psychological and pedagogical principles upon which teaching is based. First Term. Twice a week for at least eighteen consecutive weeks.

COURSE F.—*School Organization and Discipline.*

This course comprises methods of supervising and managing schools, teachers and pupils; courses of study and programs, based on Maryland Teachers' Manual and Course of Study; sanitation; playgrounds; text-books; supplies and apparatus. Second Term. Twice a week for at least eighteen consecutive weeks.

COURSE G.—*School Law.*

This course treats of the duties of the teacher as an officer of the State; school boards; trustees; contracts; care of property; records and reports, etc. Second Term. Twice a week for at least eighteen consecutive weeks.

COURSE H.—*Practice Teaching.*

Throughout the year each student will teach at least two periods every week under the supervision of a critic teacher in a regularly graded school.

COURSE I.—*Drawing, Music, Elocution and Physical Training.*

Once a week in each of the subjects named throughout the year.

## LAWS AND BY-LAWS PERTAINING TO TEACHERS

### ARTICLE VI.

#### TEACHERS.

1. Every teacher on his first appointment and before entering on the duties of his office shall take the following oath of office, a copy of which shall be kept in the office of the county school board:

I, ....., having been appointed a teacher in the public school of ..... County, State of Maryland, do swear (or affirm) that I will obey the School Law of the State of Maryland and all rules and regulations touching my position as teacher, passed in pursuance thereof by the proper authority; that I will, to the best of my skill and judgment, diligently and faithfully, without partiality or prejudice discharge the duties of a teacher in the public schools of said county, including attendance on teachers' institutes and associations when legally called thereto, and will honestly and correctly make quarterly and other reports when required by law or the school authorities of said county to do so.

....., Teacher.

State of Maryland, ..... County, to wit:  
Sworn (or affirmed) before the subscriber.....  
.....  
by ....., teacher, who in my  
presence has thereto set ..... name this .....  
day of ....., 19...

2. It shall be the duty of teachers to have the schoolrooms swept, dusted and ventilated every day, and warmed when necessary, at least fifteen minutes before the hour of opening, and to see that the house is kept clean and comfortable at all times. They shall organize and conduct their schools according to the schedule in Article VIII, Section 7, and shall give their undivided attention to the pupils during the whole of the school hours. Pupils and teachers are prohibited from using tobacco in any form on the school premises during school hours.

3. They shall keep a record of the daily attendance of themselves and of each pupil in the register provided for that purpose. This register shall be preserved in good condition and submitted to the inspection of the county superintendent, the trustees and the commissioners, whenever desired.

4. They shall make a term report to the school board (on forms provided for that purpose, and approved by the State Board), and shall fill up accurately all the blanks, so far as applicable, to each particular school. They shall swear or affirm to this report before a justice of the peace or a school commissioner, if required by the By-Laws of the county school board; they shall have it endorsed by at least two school trustees; and shall deliver it to the county superintendent at least three days before the stated quarterly meeting of the Board.

5. No teacher shall receive payment for services until the registers are properly filled up, and reports made and delivered as required by law.

6. No person shall act as a substitute for a teacher unless holding a teacher's certificate, and then only with the written consent of the trustees, which shall be filed with the teacher's report. In case a disqualified person act as substitute, no salary shall be paid for that time.

7. For each day's absence from school, without good and sufficient reasons stated in the quarterly report and accepted by the board of county school commissioners, the teacher shall forfeit the proportionate amount of salary for the time so lost. Every teacher regularly employed, who shall submit satisfactory proof of same to the county school board shall be allowed not less than twenty days for the school year for actual sickness, and the county school board shall pay to said teacher for the number of days thus lost not less than one-half of the amount of salary received by him or her when in actual service. Any time lost by the teacher, whether from sickness or any other cause, shall not be made up by teaching on Saturdays or legal holidays, or at extra hours. The days of absence and causes therefor shall be noted in the quarterly report, and the secretary of the county school board shall keep a correct statement of same in an appropriate record book.

8. Every teacher shall keep an account of the books belonging to the school furnished each pupil for use, and shall require the return of the same when the child leaves school. Teachers will be held responsible for the safe-keeping and good condition of the books and stationery belonging to the schools.

9. Any teacher who shall refuse to vacate his school when legally notified of his suspension or dismissal by the trustees or county school board, shall forfeit all claim for compensation for services during the term in which such suspension or dismissal shall take place, and be thereafter ineligible to any school under the control of the board, unless reinstated by the county school board.

10. Every teacher shall furnish to the county school board an inventory of the books and stationery belonging to the board which are in the school at the expiration of each school year.

11. All contracts with teachers shall be in writing, and shall be signed by the board of district school trustees, or a majority of them, and by the teacher. Said contracts shall be submitted to the board of county school commissioners for confirmation, and shall not be valid unless

confirmed. The following shall be the form of contract and no other form shall be legal:

## TEACHER'S CONTRACT.

STATE OF MARYLAND, COUNTY OF ..... 19...

It is hereby agreed by and between the District School Trustees of School No. ...., District No. ...., and ..... that the said ..... shall be and ..... is hereby appointed to teach at said school, subject to the confirmation and requirements of the Board of County School Commissioners of ..... County, and to the provisions of the Public School laws of the State of Maryland, and at such salary as the said Board of County School Commissioners may direct; provided, however, that no white teacher regularly employed in a public school of said State, having an average attendance of fifteen pupils or more, shall receive as a salary less than three hundred dollars per school year; and provided further, that all white teachers holding a first-class teachers' certificate, who have taught for a period of three years in any of the public schools of said State, shall receive as a salary not less than three hundred and fifty dollars per school year; that all such teachers who have taught in said schools for a period of five years, shall receive as a salary not less than four hundred dollars per school year; that all such teachers who have taught in said schools for a period of eight years, shall receive as salary not less than four hundred and fifty dollars per school year, and that all white teachers holding a second-class teachers' certificate, who have taught in said public schools for a period of eight years, shall receive as a salary not less than three hundred and fifty dollars per school year.

The said ..... on..... part, hereby accepts said appointment, to take effect on the ..... day of ....., 19....

This contract shall continue from term to term, and from year to year, subject to revocation at any time by either of the parties hereto, on giving to the other party thirty days' notice, in writing, to that effect, and similar notice of such revocation must also be given to the said Board of County School Commissioners.

If from any cause the Board of County School Commissioners should decide to close said school, then this agreement may be terminated by said Board of County School Commissioners at any time.

Witness our hands:

(At least two trustees must sign.)

.....  
 .....  
 .....

Trustees.

.....

Teacher.

The above contract is hereby ratified and confirmed by the Board of County School Commissioners of ..... County, this ..... day of ....., 19....

Attest:

.....

Secretary.

FORM OF DISMISSAL.

State of Maryland, County of ....., 19....  
To .....,

Teacher of Public School No. ...., Election District No. ....

You are hereby notified that your services as teacher of the aforesaid school will not be required after the ..... day of ..... 19...., said day being not less than thirty days from the date hereof. (At least two trustees must sign.)

.....,  
.....,  
.....,

Trustees.

12. If a teacher wishes to vacate his school, thirty days' notice in writing must be given to the trustees and also to the county school board, except in cases of emergency, of which the school board must judge. If any teacher leaves without giving such notice, he shall forfeit the salary already accrued for the current term.

13. Immediately on the termination of the scholastic year, or on the teacher's vacating the school, he shall secure the schoolhouse, and shall deliver the keys thereof and all school property in his charge to the chairman of the board of district trustees or to one of the school commissioners, taking a receipt therefor.

14. No person is eligible to appointment as teacher or substitute without having one of the several certificates to teach as enumerated in Section 6 of Article VII. The minimum legal age of men teachers is nineteen years; of women teachers eighteen years.

15. Teachers shall attend the Teachers' Institute and County and District Teachers' Association when ordered by the proper authority, under such penalty as the Board of County School Commissioners may prescribe.

16. Every teacher is expected and required to make himself acquainted with the By-Laws, Rules and Regulations of the State Board of Education, and of the Board of School Commissioners of his county, and to bear in mind that by accepting employment he voluntarily undertakes to discharge the duties imposed or implied therein. Any voluntary neglect or violation of said By-Laws is therefore a breach of contract and may lead to termination of the engagement or to the annulment of his certificate.

17. The principal teacher of every school, when the appointment has

been confirmed by the county school board, is *ex-officio* the secretary of the board of district school trustees. He shall keep an accurate record of the proceedings of each meeting in an appropriate record book, which shall be inspected by the county superintendent when visiting the schools.

## ARTICLE VII.

### TEACHERS' CERTIFICATES.

1. The issuing, grading and renewal of certificates of qualification as public school teachers, to persons applying for same in any county, are in the discretion of the county superintendent under the provisions of law.

2. The certificates issued by each county superintendent shall be numbered and registered in a book provided for that purpose and shall be arranged by the county superintendent, under the sanction of the county school board, as first grade, first class; first grade, second class; second grade, first class; second grade, second class; and second grade, third class. The grade shall be determined as required by law, by the scholastic qualifications of the teacher; but the class shall be determined by the professional ability and skill of the teacher as exhibited in the schoolroom, and observed and vouched for by the county superintendent. Certificates issued by the principal of a State Normal School, or the Normal Department of Washington College, shall be subject to the same provisions. When the diplomas of graduates of the State Normal Schools or the Normal Department of Washington College, shall have affixed to them the seal of the State Board of Education, they shall be accepted as first grade, first class certificates for a period of five years, after which time the same shall be subject to classification by the superintendent of the county where the teacher is employed; but the teacher shall have the right of appeal from the action of the county superintendent to the State Board of Education.

3. Certificates of the first grade shall certify that the teacher has been examined in Orthography, Reading, Writing, Arithmetic, Geography, United States and General History, English Grammar, Bookkeeping, Algebra, Natural Philosophy, Physiology, Plane Geometry (four books), National and State Constitutions, Theory and Practice of Teaching and the Laws and By-Laws of the Public School System of Maryland and Elements of Agriculture; those of the second grade shall certify that the teacher has been examined in Orthography, Reading, Writing, Arithmetic, Geography, United States History, History of Maryland, Algebra (to Quadratics), Theory and Practice of Teaching, Physiology, the Laws and By-Laws of the Public School System of Maryland, and Elements of Agriculture.

4. Teachers who have taught seven years, five of which shall have been spent in the public schools of Maryland, and hold a first-class certificate, may apply to the State Board of Education for a Life Certificate. They must file with their application the unanimous recommendation of

the board of school commissioners and the county superintendent of the county where they have last taught. The county superintendent must forward to the State Board, if required, the examination papers of the last examination taken by the applicant for a teacher's certificate. If the State Board favorably considers the application, they shall name two county superintendents who, with the State Superintendent, shall prepare an examination—unless waived by the State Board of Education—the result of which shall be reported to the State Board at its next meeting. Applications for Life Certificates shall be considered only at the February meeting of the board, and examinations will be held only once in each year. Those obtaining Life Certificates shall be accepted by all county superintendents without further examination as teachers of the grade named in the certificate; *provided*, that the certificate thus issued shall be accepted as first class for a period of five years from the date of its issue, after which it shall be subject to classification by the county superintendent.

5. There shall be held annually on Thursday, Friday and Saturday, next succeeding the date of the regular quarterly meeting of the State Board of Education in the month of August, an examination for State or Life Certificates, which examination shall embrace the subjects of the normal course of the normal school curriculum. The place for holding the examination will be in Annapolis, in the office of the Department of Education. The questions for this examination shall be prepared by the State Superintendent, subject to the approval of the State Board of Education, and conducted by said Superintendent, with such assistance as may be given him by the State Board of Education.

6. No person shall be employed as a teacher in the public schools of Maryland unless such a person shall hold:

(a) A certificate issued by the county superintendent where he or she proposes to teach.

(b) A certificate from a principal of a State Normal School or of the principal of the Normal Department of Washington College.

(c) A diploma of a State Normal School of Maryland or of the Normal Department of Washington College.

(d) A normal school diploma of another State endorsed by the State Superintendent of Public Education.

(e) A certificate from the State Board of Education.

(f) If a special high school teacher, as provided by Chapter 386 of the Acts of 1910, a certificate issued by the county superintendent of the county where he or she proposes to teach; said certificate to be issued only after a satisfactory examination in the special branches to be taught; this examination to be outlined by the county superintendent and approved by the State Superintendent.

(g) Diplomas of graduates of colleges or universities of this State who took with the major subjects of junior and senior years the course in pedagogy recommended by the State Board of Education.

## ARTICLE VIII.

## SCHOOLS.

1. The course of study for elementary schools, which embraces the subjects required to be taught in every district school, shall be followed as outlined and given in Section 7 of this Article; and the curriculum for high schools as given in Section 7 of this Article shall be followed in the grades of the high schools.

2. The school year of ten months shall be divided into four terms as nearly equal as possible, to be called the fall, winter, spring and summer terms, respectively.

3. School shall be open daily, five days in each week, and for six hours each day. The hours each day, unless otherwise ordered by the school commissioners, shall be from 9 A. M. to 12 M., and from 1 to 4 P. M. The younger pupils may be required to attend during a shorter daily session at the discretion of the teacher and with the consent of the county superintendent. No school shall be in session on Saturday, Sunday, or on any of the following holidays, viz: Thanksgiving Day, the twenty-fourth of December to the first of January (both inclusive), the Friday before Easter and the Monday after Easter, the whole months of July and August, and the days designated for the holding of the Annual Teachers' Institute. These vacations and holidays are obligatory on all schools. Election days and Decoration Day may each be declared a holiday at the discretion of the board of county school commissioners.

4. There shall be a public examination of the pupils in each school twice a year, to which parents and school officers shall be invited, and the examination shall be reported to the school board.

5. The teacher of any school may order the following articles for the comfort, convenience and security of the school when not otherwise provided for by the county school board, viz: fuel (ax and saw if needed), water bucket, drinking cup, washbasin, soap, towel, window lights and fastenings, door locks, all of which shall be paid for by the teacher and charged among the incidental expenses of the school, provided that vouchers shall be given for every expenditure. The teacher shall be responsible for the due care and right use of such articles, and any loss arising from neglect or waste shall be charged against his salary.

6. The rules adopted by any principal teacher for the government of his school, with the consent of the county superintendent and the board of district trustees, and not at variance with the school law, the By-Laws of the State Board or the By-Laws of the county school board, shall be carefully observed by all pupils and assistant teachers under his authority.

7. The classification and schedule of studies in By-Laws recently published shall be observed in all primary, elementary and high schools.

## TEACHERS' PENSIONS.

(CHAPTER 605, ACTS 1908).

Section 58. Whenever any person in this State has taught in any of the public or normal schools thereof twenty-five years, and has reached the age of sixty years, and his or her record as such teacher has been without reproach, and by reason of physical or mental disability or infirmity is unable to teach longer, and who, moreover, is without the means of comfortable support, the said teacher may lay his or her case before the State Board of Education, supported in all cases by the recommendation of the Board of County School Commissioners of the county in which said teacher has last taught, and the said board shall proceed to consider the same, and if the facts are found as above stated, the said teacher shall be placed on a list, a record of which shall be kept by the said board, to be known as the "Teachers' Retired List," shall be on or before the first day of October of each and every year, certified to by said Board to the Comptroller of the Treasury of the State; and every person so placed upon said retired list shall be entitled to receive a pension from the State of two hundred dollars per annum, to be paid quarterly by the Treasurer of this State, upon warrant of the Comptroller, so long as the said pensioner is without other means of comfortable support, provided that after October 1, 1907, any person whose name is placed on said list for the first time shall receive pay from the day of approval of application by the State Board of Education. That the sum of twenty-five thousand dollars per annum, or so much thereof as may be necessary, is hereby appropriated out of any moneys in the Treasury not otherwise appropriated to carry into effect the provisions of this Act.

## ARTICLE X.

## MISCELLANEOUS.

1. No pupil will be admitted to school under six years of age nor unless properly vaccinated, free from contagious diseases and decently and comfortably clothed.

2. The use of profane or unchaste language, the use of tobacco in any form, and the carrying of fire-arms or other dangerous weapons are strictly forbidden; and any pupil persistently violating this rule shall be suspended by the teacher and the case shall at once be reported to the Board of District School Trustees for their action.

3. Parents or guardians will be required to replace or pay for all books belonging to the County School Board retained, destroyed or lost by their children or wards; they will also be held responsible and required to pay for all damages done by their children or wards to school houses, furniture, trees, fences, etc., belonging to the school.

4. All messages sent by parents or guardians to teachers, or by teachers to parents or guardians, must be in writing. Charges and com-

plaints against teachers must be made to the trustees in writing. No verbal charges should be entertained by the trustees.

5. All white children between the ages of six and twenty-one years, residing on or near the dividing line of two counties, have the right to attend the public school nearest to their place of residence, and should such nearest school be in another county than the one in which they reside, upon the same terms and subject to the same rules and regulations as other children attending said schools. In the absence of any joint provision by the boards of County School Commissioners of the respective counties for the maintenance of said schools, the Board of County School Commissioners of the county in which said children reside should pay to the Board of County School Commissioners in which said school is located, for each pupil so attending a school in an adjoining county, a sum equal to the average cost of each pupil in said school.

6. In cases where the laws provide that scholars "shall be appointed by the Boards of County School Commissioners, by and with the advice and consent of the State Senator, in their respective counties and Senatorial districts, after a competitive examination of the candidates for such appointments," the initiative is the function of the several boards of County School Commissioners exclusively, the Senator only having the power either to approve or veto such appointment.

## ARTICLE XI.

### HIGH SCHOOLS.

1. High schools may be established by the Board of County School Commissioners with the approval of the State Board of Education, and when established and approved, they shall be under the control of the County School Board, who shall appoint all teachers and special instructors for the high school grades, and fix salaries for same, not to be less than minimum amounts prescribed by law.

2. High schools shall be classified as first group and second group high schools, according to enrollment of pupils, teachers employed, and amount and character of work done. The work of each school must be inspected annually by the State Superintendent, the Assistant State Superintendent, or some competent person to be designated by the State Board of Education, and each high school principal shall give, on blanks to be furnished by the State Department of Education, such data pertaining to each high school department as may be asked for from time to time. On or before the first day of October, the State Board of Education shall certify to the Comptroller a list of high schools entitled to receive State aid, with the amount of the appropriation to be paid by the State Treasurer on account of each school.

3. High schools of the first group shall fulfill the following minimum requirements: (a) an enrollment of not less than eighty pupils; (b) employ not less than four teachers for the regular high school work, exclusive

of instructors of special subjects named under (e); (c) four years' course of instruction of not less than thirty-six weeks in each year, same to conform to the standard required by the State Board of Education; (d) the annual salary of the principal to be not less than \$1,200, and the salary of each assistant teacher regularly employed, to be not less than \$500 per annum; (e) provision to be made for manual training and domestic science courses, and also a commercial or an agricultural course, as may be determined by the board of county school commissioners.

4. High schools of the second group shall fulfill the following minimum requirements: (a) an enrollment of not less than thirty-five pupils; (b) employ not less than two teachers for the regular high school work, exclusively of instructors of special subjects named under (e); (c) a three years' course of instruction of not less than thirty-six weeks in each year, same to conform to the standard required by the State Board of Education; (d) the annual salary of the principal to be not less than \$1,000, and that of each assistant to be not less than \$500; (e) provision to be made for a manual training, or an agricultural, or a commercial course, as may be determined by the board of county school commissioners.

5. The course of instruction in schools of the second group may be extended to four years by the board of county school commissioners, by the employment of such additional teacher or teachers as may be required by the State Board of Education, provided that the salary of such additional teacher or teachers shall be paid wholly by the said board of county school commissioners; and in those schools of the second group, where the course of instruction has been so extended to a four-year course, the graduates shall receive the same recognition as graduates of schools of the first group.

6. When application is made to the State Board of Education for an inspection of a high school of the first group, there shall be enrolled in the high school department at least eighty pupils, and the number of teachers employed to give the academic instruction shall be at least four at time such application is made; and for high schools of the second group, the enrollment shall be at least thirty-five, and the number of academic teachers not less than two or the equivalent of two teachers, when application is made. In the item of enrollment for both first and second group high schools, that for the preceding year will be accepted, unless for special reasons the State Board of Education shall fix some other basis.

7. Students of the high school grades shall pursue the branches of study and lines of work laid down in the curriculum adopted by the State Board of Education, and shall take such tests and examinations as may be prescribed by the county school authorities. Promotion from one year's grade to another, and graduation from the high school department must have the joint approval of the principal of the school here, and the superintendent of schools of the county in which the high school may be located. Graduates of the academic and other elective courses shall

rank equally in recognition, but the diploma shall show which course was pursued by the person to whom same is granted.

8. In the schools of the second group, the term "manual training" shall be construed to include domestic science—the former for male, and the latter for female students. The same instructor may, if practicable, give instruction in both subjects. Two-fifths of the instructor's time shall be required for the school receiving State aid on account of said instructor's services.

9. Every high school, whether of the first or second group, shall have a library of well-selected books in which there shall be at least one hundred volumes (exclusive of public documents and text-books furnished the students), which are related to the various subjects taught and which may be used by pupils to reinforce the regular text-book instruction. Such volumes must be approved by the State Department of Education.

10. Every high school, whether of the first or second group, must have a science laboratory located in a suitable room, which shall be equipped by January 15, 1911, with not less than \$150 worth of apparatus, and material in the proper proportions for the teaching of the various science branches required to be taught, and such additional amounts of apparatus and material as the State Board of Education may, from time to time, require on six months' notice. All orders for apparatus shall be approved by the State Superintendent before being placed.

11. Instructors in the manual training, domestic science, commercial or agricultural courses must hold a certificate of proficiency in such subjects as they are required to teach, same to be approved by both the State and county superintendents. In case any such instructor does not hold such a certificate, he or she shall take such an examination as may be prescribed by the county superintendent, with the approval of the State Superintendent.

12. Thirty days prior to making the annual levy in each county, the board of county school commissioners shall submit to the county commissioners a list of all the high schools of the county, with a detailed statement of the cost of instruction in such schools, and publish same for at least two weeks in one or more of the papers published in said county.

13. Any high school, of either first or second group, receiving State aid under the provisions of the high school law passed in 1910, shall forfeit any special State appropriation heretofore made for such schools, except academic appropriations made prior to 1872.

14. State aid is based on the cost of instruction and for first group schools is as follows: The sum of \$600 on account of the principal, and the sum of \$300 on account of each of the first three assistants employed for regular high school work; the sum of \$400 on account of each of two special teachers, who shall spend not less than two-fifths of their time in the school receiving said amounts; and the sum of \$100 on the account of each additional regular grade teacher, provided the total amount does not

exceed the sum of \$2,500. For second group schools: The sum of \$600 for the principal, and \$400 for one assistant teacher employed to do regular grade or academic work; the sum of \$400 for salary of one special instructor, provided that if an instructor in manual training or agriculture be required to divide his or her time among not more than four schools of this group, \$150 shall be allowed on account of each school; provided, further, that the total amount for any one school of the second group shall not exceed \$1,400.

15. Where grade work below that of the high school department is done in the same building or on the same premises, such grade work may be under the control of the county school board, and the principal of the high school shall be principal also for the grades below those of the high school department.

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### TEACHERS' LIFE CERTIFICATES

At a meeting of the State Board of Education, held March 17, 1909, the following by-law governing the granting of life certificates was adopted:

"Teachers who have taught seven years, five of which shall have been spent in the public schools of Maryland and hold a first-class certificate, may apply to the State Board of Education for a Life Certificate. They must file with their application the unanimous recommendation of the Board of School Commissioners and the county superintendent of the county where they have last taught. The county superintendent must forward to the State Board, if required, the examination papers of the last examination taken by the applicant for a teacher's certificate. If the State Board favorably considers the application, they shall name two county superintendents, who, with the State Superintendent, shall prepare an examination, unless waived by the State Board of Education, the result of which shall be reported to the State Board at its next meeting. Applications for Life Certificates shall be considered only at the February meeting of the Board, and examinations will be held only once in each year. Those obtaining Life Certificates shall be accepted by all county superintendents without further examination as teachers of the grade named in the certificate; provided, that the certificate thus issued shall be accepted as first class for a period of five years from the date of its issue, after which it shall be subject to classification by the county superintendent."

In case an examination is required, it will be held at the State Department of Education, Annapolis, under the direction of the State Superintendent of Public Education, beginning on the last Thursday of August, and continuing three days.

The examinations will be for the purpose of testing the applicant's attainments in the subjects rather than knowledge of particular books. Satisfactory preparation in the various subjects can be made from any

standard text-books of recent date, but to indicate the stands and offer a suggestive guide the following list of books is subjoined:

PEDAGOGY.—History of Education. Kemp, Seeley or Painter (revised edition).

Talks to Teachers on Psychology. James.

Classroom Management. Bagley.

Principles of Teaching. Thorndyke.

HISTORY.—American History, a secondary text. (Adams and Trent).

Hart's Essentials, Channing's or Montgomery's Student's, or Larned.

General History. Myers' Ancient, and Myers' Medieval and Modern (revised editions).

ENGLISH.—Grammar. Buehler, Hyde, Maxwell, or Mother Tongue.

Composition and Rhetoric. Herrick and Damon.

History of English Literature. Simonds, Newcomer, or Moody and Lovett.

History of American Literature. Trent, Matthews, or Newcomer.

SCIENCE.—Physics. Millikan and Gale, or Hoadley.

Geography. Tarr and McMurray, Dodge, or Frye.

Nature Study and Life. Hodge.

MATHEMATICS.—Arithmetic. Smith or Milne.

Algebra. Wentworth, Milne, or Wells.

Geometry, Plane. Wentworth, or Milne.

LATIN GRAMMAR—Allan and Greenough.

The examination in these subjects will be taken up in order, as many as possible being taken each day.

There are two classes of life certificates—first and second grade. Teachers who hold first-class, second grade certificates, and who meet all the requirements of the law, may apply for a second grade life certificate.

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#### RESOLUTIONS ADOPTED BY THE MARYLAND STATE TEACHERS' ASSOCIATION, JUNE 30, 1911.

Whereas, This association has heard with deep regret of the illness of two of its fellow-members, Superintendents J. P. Fockler, of Washington county, and George W. Joy, of St. Mary's county.

Resolved, That we convey to them through the Secretary our sincere hope that they may be speedily restored to health.

Resolved, That we wish to record our appreciation of the action of the last General Assembly in fixing the State school tax rate at sixteen and one-eighth cents. We believe that this rate should be maintained and think further that the state appropriation should be supplemented by a sufficient tax rate to enable the several school boards to provide adequate and well equipped school buildings for all communities and pay sufficient salaries to command the services of efficient and well-trained teachers for all schools.

We hail with satisfaction the progress of our secondary schools, under the provisions of the new High School law. Much care must be exercised to have all the accredited high schools at least measure up to a fair standard of efficiency and possess such equipment as will make all departments of the secondary schools effective in their work. Both teachers and school officials are implored to live up to the spirit as well as the letter of the law, and that all co-operate to make the work of our high schools of such high character as will make them at least the equal of any in the country.

Whereas, we deplore the fact that of the 350 new teachers appointed each year in our State, more than one-half have had no special training for their chosen profession; also that while Maryland was one of the first States to establish a school for the training of teachers, she now makes a poor showing when compared with other States, in the equipment and amount of money being spent for normal instruction.

Resolved, That we heartily endorse the movement begun two years ago to have the State provide buildings with adequate equipment for the training, under proper conditions, of a sufficient number of teachers to meet the demands of the entire State, and pledge our efforts in behalf of the campaign already in operation whereby the general public, as well as those who are to represent us in the next Legislature, are to be made acquainted with the conditions and needs regarding this all-important department of our public school system.

We also desire to express our appreciation of the good work our State Normal School is doing toward the advancement of the intellectual and professional training of our young teachers.

Whereas, a summer school in accordance with the wishes expressed in this association and its branches at various times will be inaugurated at the Johns Hopkins University this summer, under the able direction of Dr. Edward F. Buchner, in which courses will be offered that should meet many of the pressing needs of our teachers and school officials; therefore be it

Resolved, That we heartily record here our appreciation of the plans that have been made for the maintenance of the Johns Hopkins Summer School, and do earnestly recommend that both State and county officials do all they can to encourage attendance at this, its first session, and help make the school a permanent success.

Whereas, Ignorance is a menace to society, and the standard of citizenship is no higher than the average virtue and intelligence of our people; and

Whereas, It is a most dangerous and destructive policy if a State were to fail to provide an effective scheme of general education; and

Whereas, The public school has shown its effectiveness as the means of providing that kind and degree of intelligence and training essential to the stability of our American form of government and the necessities of present social and industrial life; and

Whereas, A compulsory school attendance law is one of the essentials of a complete State school system; and

Whereas, We should be quick to recognize that it is a crime against childhood for the State to permit school opportunities to be withheld from any of its youth; therefore be it

Resolved, That we pledge our efforts in securing the passage of such a State-wide compulsory school attendance bill, as will guarantee to every child in our Commonwealth the benefits of such training and intelligence as will make him the safe and progressive citizen.

We commend the movement which is sweeping the civilized world in favor of an International Peace Tribunal and the splendid work in its behalf by the American Peace Congress. A love for peace and an abhorrence for the evils of war can best be instilled when the human mind is in its most plastic state; and to this end our school instruction should emphasize the importance and meaning of the movement. We note with pleasure the recent formation of a branch of the American School Peace League in Maryland, and believe that all the schools should follow an appropriate program on "Peace Day."

Resolved, That the thanks of the association be tendered to the Braddock Heights Colony for its generous hospitality tendered us, to the Board of Trade of Frederick for the many favors extended to us, to the Frederick Railroad Company for the beautiful trolley trips, the use of the buildings, grounds, orchestra and many other favors we have received at their hands, to the hotel management for its many courtesies, to the Maryland State Normal School and the Maryland School for the Blind for their instructive exhibits, to the Remington and Underwood Typewriter Companies with their assistants, and to all who have made our stay at Braddock Heights so delightful—intellectually, socially, physically—especially to Hon. Joseph D. Baker, Dr. E. F. Buchner, Dr. W. P. Burris, Hon. W. M. Hays, Mr. D. J. Crosby, and all others who have participated in this program. In fact, the half has not been told. The people of Frederick have done all that they promised to do and more. We can only repeat our thanks and say we shall come again.

Whereas, This association has received with keen appreciation and tender feelings its hearty greetings from the State Teachers' Association of our beloved Commonwealth and sister, Virginia, through its capable and worthy representative, Prof. J. S. Garrison; therefore be it

Resolved, That the thanks of this association are due and hereby extended to the Virginia State Teachers' Association and to its efficient representative for their kind expressions and timely message.

Respectfully submitted,

E. M. NOBLE,

S. E. RICHMOND,

O. H. BRUCE.

## STATE TEACHERS' READING CIRCLE

## ORGANIZATION.

Acting under the authority conferred by the Laws of 1890, Chapter 323, giving the Maryland State Teachers' Association power to organize, manage and direct a State Teachers' Reading Circle and adopt therefor a course of study in pedagogy, general literature, etc., the Maryland State Teachers' Association has appointed:

- Dr. M. Bates Stephens, State Superintendent of Public Education, Annapolis;
- Mr. J. Mont. Gambrill, Baltimore Polytechnic, Baltimore;
- Miss Sarah E. Richmond, State Normal School, Baltimore;
- Mr. H. H. Murphy, Principal High School, Reisterstown;
- Miss M. M. Robinson, Western Maryland College, Westminster;
- Mr. Edward M. Noble, Superintendent of Schools, Carolina County, Denton;
- Mr. B. K. Purdum, Assistant State Superintendent of Public Education, Annapolis;
- Mr. Nicholas Orem, Superintendent Schools, Talbot County, Easton;
- Miss M. W. Tarr, State Normal School, Baltimore,

a Board of Managers to manage and direct the State Teachers' Reading Circle and to carry out the provisions of the above Act. The Board of Managers is organized with Dr. M. Bates Stephens, *ex-officio*, chairman, and Miss M. W. Tarr, secretary.

## CERTIFICATES AND TESTIMONIALS.

*Certificates*, countersigned by the Chairman and Secretary of the Board of Managers, are granted to those members who, having completed one year's work, present satisfactory evidence of having thoroughly and thoughtfully read the books assigned. This evidence is presented in the form of themes, written in accordance with requirements issued by the Board, and which may be had upon application to the Secretary.

*Testimonials*, countersigned by the Secretary of the State Board of Education and the Secretary of the Board of Managers, are awarded by the State Board of Education to all members who have satisfactorily completed three years of Reading Circle work, and who are recommended for this honor by the Board of Managers. By vote of the State Board of Education, those desiring Teachers' Life Certificates may offer these testimonials in lieu of the required examination in the professional subjects and they will be accepted.

## ASSISTANCE.

The Board of Managers desires to be as helpful as possible to the teachers of the State. Members of the Reading Circle desiring information or advice at any time on any of the subjects of study are invited to direct their communications to the Secretary of the Board of Managers named above and she will refer it to the one appointed to have special oversight over that subject of study to which the matter belongs.

## MEMBERSHIP.

All teachers of Maryland and all persons above the age of eighteen years are eligible to membership. An annual membership fee of twenty-five cents is required in order to meet the necessary expenses of the organization. Its payment entitles the member to a membership card, to all syllabi and information relating to the courses, that may from time to time be sent out by the Secretary, and to a certificate after satisfactory evidence of work done has been presented to the Board of Managers. Membership cards may be obtained from the County Secretary or from Miss Tarr.

## COURSES OF STUDY.

There are four courses of study outlined for the year 1910-11—one major course, Pedagogy, and three minor courses, Literature, History and Science. Every member who wishes to receive the certificate of the Board of Managers for 1910-11 must take the major course, Pedagogy, and, in addition, one of the minor courses—Literature, History or Science—prescribed for 1910-11.

## READING COURSES FOR 1911-1912.

The Board of Managers has selected the following books for 1911-12:

**PEDAGOGY**—A choice is given between "Reading in the Public Schools," by Briggs and Coffman, published by Rowe, Peterson Co, Chicago, and "The Fundamentals of Child Study," by E. A. Kirkpatrick, published by Macmillan Co.

**HISTORY**—Bruce's "Daniel Boone and the Wilderness Road," published by Macmillan Co., N. Y.; Coman's "Industrial History," which was on the list for last year will also be retained for this year, in order that teachers who wished to read it and did not take the historical course of 1910-11 may do so. Published by Macmillan Co., N. Y.

**ENGLISH**—"Talks on Writing English," Second Series, by Arlo Bates, published by Houghton, Mifflin Co., N. Y.

**SCIENCE**—"Teaching of Geography," by W. T. Sutherland. Published by Scott, Foresman & Co., New York. Single copies, delivered, \$1.13; orders of 50 or more, F. O. B. New York \$1.00; on orders of 200 or more charges are prepaid.

## PURCHASE OF BOOKS.

The required books may be obtained at the office of the County Superintendent, at the book stores in Baltimore, or from the publishers.

Wherever possible, members are advised to purchase their books through the superintendent of their county, as books so purchased can frequently be obtained at lower prices than those quoted above.

## THE PRESCRIBED WORK SINCE REORGANIZATION IN 1901.

## 1901-1902.

Hinsdale's "Art of Study."  
 Barrett Wendell's "English Composition."  
 Shakespeare's "Julius Caesar" and "As You Like It."  
 Scott's "Nature Study and the Child."

## 1902-1903.

White's "The Art of Teaching."  
 Matthew's "Introduction to American Literature."  
 Lowell's "Vision of Sir Launfal" and "Commemorative Ode."  
 Hodge's "Nature Study and Life."

## 1903-1904.

Shaw's "School Hygiene."  
 Bliss Perry's "A Study of Prose Fiction."  
 Scott's "Ivanhoe."  
 Andrews' "Botany All the Year Round."

## 1904-1905.

McMurry's "The Method of the Recitation."  
 Bliss Perry's "The Study of Prose Fiction."  
 George Eliot's "Silas Marner."  
 Andrews' "Botany All the Year Round."

## 1905-1906.

James' "Talks to Teachers."  
 Thackeray's "Henry Esmond" and "Vanity Fair."  
 Fiske's "Critical Period in American History."  
 Ball's "Starland."

## 1906-1907.

Seeley's "History of Education."  
 Chubb's "The Study and Teaching of English."  
 Hart's "Course Book of American History."  
 Hielpin's "The Earth and Its Story."

## 1907-1908.

O'Shea's "Dynamic Factors in Education."  
Chubb's "The Study and Teaching of English."  
Bryant's "How to Tell Stories."  
Spark's "The Men Who Made the Nation."  
Hodge's "Nature Study and Life."

## 1908-1909.

Bagley's "Classroom Management: Its Principles and Technique."  
Colby's "Literature and Life in the School."  
Browne's "Maryland. The History of the Palatinate."  
Wright's "The Citizen Bird."

## 1909-1910.

Bagley's "The Educative Process."  
Heydrick's "How to Study Literature."  
Shakespeare's (a) "Merchant of Venice," (b) "Hamlet."  
McMurry's "Special Method in History."  
Pohn's "The Problem of Adapting History to Children in the  
Elementary Schools."  
Allen's "Civics and Health."

## 1910-1911.

McMurry's "How to Study and Teaching How to Study."  
Coman's "Industrial History."  
Fisher and Cotton's "Agriculture for Common Schools."  
Seward's "Narrative and Lyric Poems for Students."  
Heydrick's "How to Study Literature."

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CERTIFICATE REQUIREMENTS FOR THE COURSE OF 1910-1911.

*CAUTION—Read the directions before writing, and follow them carefully and fully.*

PEDAGOGY—TEXT: McMURRAY'S "How to Study, and Teaching How to Study." (Houghton, Mifflin Co., N. Y.) \$1.12, postpaid

Candidates for credit in Pedagogy may fulfill any one of the following requirements:

*First.* Answer any ten of the questions indicated below, in papers averaging about 200 words each, making a total of 2,000 words; or

*Second.* Answer any five of the questions indicated below in papers averaging about 400 words each, making a total of 2,000 words; or

*Third.* Use any two of the topics indicated as subjects for extended essays of about 1,500 words each.

1. Describe your method of study as practiced in the past and show in what way it has been benefited by study of the text.

2. State and discuss the most fundamental thought advanced by the author.

3. Select a class that has not had special training in methods of study and test their ability to find the specific purpose of a given lesson assignment. Test them after applying principles advanced on pages 55 to 60 and report results.

4. Should the curriculum provide for motive, or is motive a matter of method?

5. Discuss the relation of specific aims to the building up of ideals and conduct.

6. Can we be too practical in education?

7. Has the author changed your ideas of culture?

8. Enumerate some methods of supplementing the thought of a textbook.

9. Discuss thoroughness.

10. What are the most usable thoughts in the text?

11. Illustrate the four stages of assimilation in some study, such as geography.

12. Describe your ideal recitation.

13. State some means of developing individuality among our pupils.

14. How have the doctrines, advanced in Chapter VII, influenced your ideas regarding the value of drills?

15. Discuss the term "utilitarian" in education.

16. Write out and discuss the theses that would govern the formulation of a curriculum based upon the principles advanced by the author.

17. To what extent is the pupil justified in asking, in regard to the subject matter of his studies, "What is the good of it?"

18. Discuss the value of the careful organization of ideas as a factor in study.

19. How can instruction provide for the individuality of pupils?

20. State three unfavorable criticisms of the book "How to Study," and support them as forcibly as you can.

NOTE—The first sheet of the papers submitted should contain the name and postoffice address of the candidate, together with a list of the questions answered.

HISTORY—TEXT: COMAN'S "Industrial History." First Edition. \$1.00, postpaid. (Macmillan Co., N. Y.)

I. Write a paper on "Industrial and Economic Influences in American History," discussing the following topics:

(a) Influence upon colonization and colonial development.

(b) Industrial and economic aspects of the Revolution. Causes and consequences.

(c) Economic aspects of the War of 1812. Causes and consequences.

(d) Influence upon the westward movement of the population.

(e) Influence upon foreign immigration.

- (f) Industrial and economic aspects of the Civil War. Causes and consequences.
- (g) Industrial and economic influences in our political history.

II. Prepare carefully a topical outline of the contents of the paper required in I.

SCIENCE—TEXT: FISHER AND COTTON'S "Agriculture for Common Schools." Single copies, 90 cents, postpaid. (Charles Scribner's Sons, N. Y.)

The aim of this course in Science is not primarily informational—to make one acquainted with the text in agriculture. Its purpose is disciplinary, cultural and practical—to create in one by the intensive study of agriculture a better appreciation of agricultural conditions. It is intended to give to the teacher the ability to discover in her work such problems as will assist her professional growth, and the power to make in the school room some application of the essential principles involved, in order that the pupils may be directly benefited thereby.

In short, then, this course has a dynamic purpose: to direct attention to problems which press for solution, and to cultivate in teachers a tendency to deal with these problems in a thoughtful way.

I. Explain clearly, by illustrations, how you have made use of the author's statement:—The school work must be based upon what the child brings to school with him.

II.—III. How should a seed-corn exhibit be planned that the patrons as well as the pupils may be directly benefited and the school's influence greatly increased?

IV. Show how you make agriculture an aid to other school subjects as, Arithmetic, Botany, Language, Manual Training and Physics.

V. Name the six leading crops grown in Maryland. Indicate just what kind of soil is best adapted to the growth of each, together with the usual commercial fertilizer that is used, showing the chemical constituents of the same.

VI. Describe fully the rotation of the crops that you name in question five, and explain the reasons for such rotation.

VII. Name some ways in which you may obtain aid from the Maryland Agricultural College, and the Department of Agriculture, Washington, in furthering your work in agriculture.

VIII.—IX.—X. Select some topic in the text and prepare carefully and fully a lesson plan for teaching the same, correlating with agriculture the subjects—Arithmetic, Language, Physics and Manual Training.

ENGLISH—TEXT: S. S. SEWARD'S "Narrative and Lyric Poems for Students." (Henry Holt & Co., N. Y.) Single copies, 90 cents, postpaid. HEYDRICK'S "How to Study Literature" is used as a guide. (Hinds, Noble & Eldridge, N. Y.) Single copies, 60 cents, postpaid.

For the course in English two papers are required—

- A. Specimen study of two narrative poems and of two lyric poems of different authorship. (Follow directions in Heydrick's "How to Study Literature.")
- B. A short paper not to exceed 1,000 words on one of the following topics:
  1. Nature as treated in six lyric and six narrative poems of different authorship.
  2. Lyric Poetry: Its nature and its Likeness and Unlikeness to Narrative Poetry. (Use selections freely in illustrations.)
  3. L'Allegro and Il Penseroso as companion poems.

#### SUGGESTIONS.

Those submitting themes are requested to follow these suggestions:

1. Write the name and address of the writer at the top of the first sheet of each theme.
2. Write only on one side of the paper.
3. If possible, use paper about eight inches by ten inches in size.
4. Leave a margin at least an inch, for the notes and criticisms of the reviewer.
5. Stress will be laid upon the proper use of capitals, punctuation marks, paragraphing and correct grammatical expression.
6. Themes must show that the author's views have been assimilated by the writer. No paper will be accepted that is a verbatim report or reproduction of the book assigned for reading.
7. Do not roll or fold your manuscript. Mail it flat.
8. Criticisms, when they appear, are made with the hope that they will be accepted in the spirit in which they are written, and that they will prove helpful to the writer of the theme. It is hoped that the criticism will be carefully noted and that the reader will earnestly strive to correct the fault.

All themes should be sent on or before January 20, 1912, to

MISS M. W. TARR, Secretary,

*Maryland State Normal School, Baltimore.*

#### EXTRACTS FROM SECRETARY'S NINTH ANNUAL REPORT.

The following extracts from the Secretary's ninth annual report to the Maryland State Teachers' Association will be of general interest:

The records for the year 1910-1911 show an enrollment of 830, a slight increase over the enrollment of 1909-10, reported at your meeting last year.

The membership for the year 1910-11 was as follows:

Allegany .....	6	Harford .....	29
Anne Arundel .....	0	Howard .....	28

Baltimore City .....	1	Kent .....	48
Baltimore .....	2	Montgomery .....	1
Calvert .....	0	Prince George's .....	0
Caroline .....	66	Queen Anne's .....	81
Carroll .....	13	St. Mary's .....	0
Cecil .....	121	Somerset .....	33
Charles .....	1	Talbot .....	46
Dorchester .....	103	Washington .....	34
Frederick .....	30	Wicomico .....	114
Garrett .....	1	Worcester .....	72

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### CERTIFICATES AWARDED.

During the year the following named persons have had one year's course of reading and have been awarded certificates by the Board of Managers:

#### COURSE OF 1908-09.

Henry Emerson Adams.....	Talbot County
Sadie B. Bridges.....	Talbot County
Ella Cann .....	Cecil County
E. Malinda Cryer.....	Talbot County
Helen Davidson .....	Cecil County
Cecil V. Goslee.....	Wicomico County
Bessie A. Gretzinger.....	Talbot County
Elinor C. Hughes.....	Talbot County
Virginia Belle Hughes.....	Talbot County
Elva W. Keithley.....	Talbot County
May Martin Kemp.....	Talbot County
Nettie S. Martin.....	Talbot County
Sarah J. Merrick.....	Talbot County
Elva V. E. Reddick.....	Frederick County
Mary W. Shillinger.....	Talbot County

#### COURSE OF 1909-10.

Henry Emerson Adams.....	Talbot County
L. Veda Barto.....	Talbot County
Lina Bridges .....	Talbot County
Sadie B. Bridges.....	Talbot County
Charlotte E. Cann.....	Cecil County
Mary Emily Clarke.....	Cecil County
Sallie J. Clash.....	Wicomico County
Ethel Cooper .....	Talbot County
E. Malinda Cryer.....	Talbot County
Drusilla A. Dawson.....	Talbot County
Mildred Dougherty .....	Wicomico County

Elizabeth S. Dukes.....	Caroline County
Hattie Dukes .....	Caroline County
Myrtle M. Dukes .....	Caroline County
Cecil V. Goslee.....	Wicomico County
Pauline K. Goslee.....	Caroline County
Viola M. Goslee.....	Charles County
Evelyn T. Kimble.....	Cecil County
Anna A. Matthews.....	Talbot County
Hennie M. Merrick.....	Talbot County
Sarah J. Merrick.....	Talbot County
Mrs. Elizabeth J. Pippin.....	Caroline County
Belle Price .....	Cecil County
Caroline P. Redden.....	Caroline County
Elva V. E. Reddick.....	Frederick County
Susan W. Saulsbury.....	Caroline County
Bessie Simpson .....	Talbot County
Mary Cooper Smith.....	Wicomico County
Nannie I. Stevens.....	Talbot County
Erma B. Stewart.....	Talbot County
Thomas H. Truitt.....	Wicomico County
Addie L. Wilson.....	Caroline County

#### TESTIMONIALS AWARDED.

The following persons having completed a three-years' course of reading, and having met the requirements of the Board of Managers, have been awarded a Testimonial Diploma:

Mary Emily Clarke.....	Cecil County
Cecil V. Goslee.....	Wicomico County
Belle Price .....	Cecil County
Elva V. E. Reddick.....	Frederick County

#### THEMES.

The Board of Managers decided that for next year the *theme requirements* should be sent out January 15th and that all *themes* be handed in not later than September 1st. The Secretary will return rejected themes to the writer by November 1st to be rewritten if the writer so desires. All themes will be returned to the writer by December 1st.

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#### SELECTION OF THE BOARD OF MANAGERS.

The Constitution of the State Teachers' Association adopted July 1st, 1910, contains the following provision:

"The President shall appoint a committee of nine to serve as a Board of Managers of the State Teachers' Reading Circle, three only of whom

are to be appointed annually and to serve for three years," thereby making it necessary for the president to designate the present members of the board or appoint new ones.

Respectfully submitted,

M. W. TARR, Secretary.

NOTE: Under the provisions of the new constitution the President designated the terms of office of the members of the Board of Managers as follows:

THREE FOR THREE YEARS.

Miss Sarah E. Richmond, Dr. M. Bates Stephens, Mr. B. K. Purdum.

THREE FOR TWO YEARS.

Miss M. M. Robinson, Miss M. W. Tarr, Mr. J. Montgomery Gambrill.

THREE FOR ONE YEAR.

Mr. Nicholas Orem, Mr. E. M. Noble, Mr. H. H. Murphy.

## THE QUALIFICATIONS REQUIRED FOR TEACHING CHILD-SONGS

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(BY ETTA MARSHALL, *Student Maryland State Normal School.*)

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It is difficult to say definitely just what the qualifications of the seniors should be in order to be properly equipped to teach child-songs on leaving the normal, but the most obvious requirements might be classified under two heads: First, the teacher's practical and theoretical knowledge of music, and secondly, her ability to teach and to hold the attention of her class.

Under the first topic let us consider the teacher's practical knowledge of music, because at the present time there is a tendency to judge a person's knowledge primarily by his ability to use it. To me one of the most important requirements of a teacher is her ability to play the instrument with which a school is usually provided. I do not mean to say that it is necessary for her to be able to play the great compositions of a Mendelssohn or a Wagner, but it is necessary for her to be able to play the ordinary child-songs and the hymns which are used in every school. It is true, many of us may be sent to rural schools where there is no musical instrument. Sooner or later, however, the children will desire to earn money to buy an organ, and it will be the teacher's duty to assist in this. But of what value will the organ be, if she cannot play it, unless, happily, there is some one in her class who can play? Even then the children will expect the one who attempts to teach them music also to be able to play it for them. Again, many of us will be assistant teachers in a two-room school, and it is usually expected that the assistant be the organist for the singing lessons of the school, even if she does not have to play during the music lessons which she teaches her own class. Of course, a teacher must be able to read music, for if she has no musical instrument in the school, she will have to be able to find the key-note of the song and read the music.

Since the theoretical part of music is the basis of the practical side, we may now think of what the teacher needs to know from that viewpoint. It is said that a teacher must know much more about a subject than she intends to teach, and music is no exception to this rule. She must know the fundamental things about music, such as the Great Staff, and why it has been divided; the scale, and the tones of the scale; the clef signs and their uses; the names of the notes, and their position on

the staff; the time signatures, and how to count and beat time; the value of notes and rests; the sharps and flats, their symbols and significance; how to build up the scale upon any note as the key-note, or be able to tell the scale in which the music is written from its signature in sharps and flats; how to read at sight, and also to discern tone intervals, and know the meaning of such terms as measure, bar, etc.

The second topic which we will consider is the process of teaching the song to the class. In the first place, the teacher must be careful to select songs which will appeal to the interest of the children, and to teach them as nearly as possible to the season of the year to which they apply. The music must not be too difficult for their voices. In presenting the words to the class, the teacher should be able to question the pupils in such a way as to hold their attention and to see if they grasp the thought. The teacher must be able to adapt the lessons to the mental development of her class and see that she does not give more of the music or poetry than they can learn.

In general, the greatest requirement of a teacher is her ability to understand childish natures and interests.

## NUCLEUS FOR A SCHOOL LIBRARY

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### A LIST OF BOOKS FOR HOME AND SUPPLEMENTARY READING FOR PRIMARY AND INTERMEDIATE GRADE PUPILS.

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The County Superintendents of Maryland held a meeting in Baltimore in December, 1908, and discussed the question of school libraries. The opinion prevailed that the average school library did not contain a sufficient number of books suitable to the interest and text-book needs of the younger pupils. Many books purchased for primary and intermediate pupils have no definite relation to school studies and consequently the library books do not supplement and reinforce the daily recitation work to the extent it is possible for them to do. Recognizing this condition, it was decided that the State Superintendent of Public Education should prepare a list of fifty books, suitable for home and supplementary reading, and that the first purchase of library books shall include all of the fifty selections or as many of them as may not already be in the library. It is the judgment of the county superintendents that these books should be purchased at the very outset of the library enterprise, and teachers and trustees of all schools where library books are to be bought will please regard this action of the county superintendents. The books named in this list are all adapted to help the pupils to learn to read quickly and well, but also to develop a taste for good reading, and in the quickest possible time lead them into rich fields of choice literary material. The reading, outside of regular text-book work, in the primary grades more especially, should be responsive to the desire for information which was started in the class by the fragmentary bits of knowledge there gained. The brief recitation period can scarcely do more than create a hunger, and the library books should be so selected that the pupils, thus made hungry by judicious teaching in the class, may find satisfying food in the library whose books have been selected for the purpose of supplementing the definite work of school instruction.

The teacher must necessarily be familiar with the contents of each library book to the end that proper direction may be given the pupils in their homes and supplementary reading.

1. "Work That Is Play" (Prim.), based on Aesop's Fables, Gardner. A. Flanagan & Co., 30 cents.
2. Ten Boys (Int.), Jane Andrews. Ginn & Co., 50 cents.
3. Horace Mann Primer (Prim.), Hervey & Hix. Longmans, Green & Co., 25 cents.

4. Stories of Colonial Children (Prim.), Pratt. Ed. Publishing Co., 40 cents.
5. Autobiography of Franklin (Int.), Ed. by Montgomery. Ginn & Co., 40 cents.
6. Folk Lore Stories and Proverbs (Prim.), Wiltse. Ginn & Co., 30 cents.
7. Nature Stories (Prim.), Animals, Tame and Wild, Davis, Ed. Publishing Co., 40 cents.
8. Geography Primer (Prim.), Maryland Edition, Cornman and Gerson. Hinds, Noble & Eldredge, 50 cents.
9. Washington and His Country (Int.), Fiske. Ginn & Co., 60 cents.
10. Wander Book for Boys and Girls (Prim.), Hawthorne, Ed. Publishing Co., 40 cents.
11. Nature's By-Ways (Prim.), Ford. Silver, Burdett & Co., 36c.
12. Natural Reader Primer (Prim.), Ball. Ginn & Co., 25 cents.
13. Fifty Famous Stories Retold (Prim.), Baldwin. American Book Co., 35 cents.
14. History Primer (Prim.), Gerson. Hinds, Noble & Eldredge, 50 cents.
15. Heroes of Myth (Prim.), Price and Gilbert. Silver, Burdett & Co., 50 cents.
16. Alice in Wonderland (Prim.), Carroll. The Macmillan Co., 60 cents.
17. Tales and Customs of the Ancient Hebrews (Prim.), Herbst. A. Flanagan & Co., 35 cents.
18. Robinson Crusoe (Prim.), Godolphin. Ed. Publishing Co., 40 cents.
19. Nature in Verse (Prim.), Lovejoy. Silver, Burdett & Co., 60 cents.
20. Stories Mother Nature Told Her Children (Int.), Andrews. Ginn & Co., 50 cents.
21. Great Americans for Little Americans (Prim.), Eggleston. American Book Co., 40 cents.
22. Story of Hiawatha (Prim.), Norris. Ed. Publishing Co., 30 cents.
23. American History Stories, Vols. I and II (Int.), Pratt. Ed. Publishing Co., 36 cents each.
24. The Jungle Book (Int.), Kipling. Century Co., \$1.50.
25. A Child's History of England (Int.), Dickens. H. Altemus Co., 50 cents.
26. Kingsley's Water Babies (Int.), abridged by Stickney. Ginn & Co., 35 cents.
- 27 and 28. Seaside and Wayside, I and II (Prim.), Wright. D. C. Heath, 25 cents and 35 cents.
- 29 and 30. Seaside and Wayside, III and IV (Int.), Wright. D. C. Heath, 40 cents and 50 cents.
31. Four Great Americans: Washington, Franklin, Webster, Lincoln (Int.), Baldwin. American Book Co., 50 cents.

32. Hans Anderson's Fairy Tales (Int.), Ed. by Stickney. Ginn & Co., 40 cents.
33. Leaves From Nature's Story Book, Vol. I (Prim.), Kelly. Ed. Publishing Co., 40 cents; Leaves From Nature's Story Book, Vol. II (Prim.), Kelly. Ed. Publishing Co., 40 cents.
34. Stories of Plant Life (Prim.), Bass. D. C. Heath & Co., 25 cents.
35. Fifty Famous Stories Retold (Prim.), Baldwin. American Book Co., 35 cents.
36. Twilight Stories (Prim.), Foulke. Silver, Burdett & Co., 36 cents.
37. Outdoor Secrets (Int.), Boyle. A. Flanagan & Co., 35 cents.
38. Sea Stories for Wonder Eyes (Int.), Hardy. Ginn & Co., 40 cents.
39. Black Beauty (Int.), Sewell. A. Flanagan & Co., 30 cents.
40. Once Upon A Time Stories (Prim.), Hix, Longmans, Green & Co., 25 cents.

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#### BOOKS FOR TEACHERS' LIBRARY.

(From Public School Library List, 1907.)

- ARNOLD. Waymarks for Teachers. Silver. \$1.25.
- BAGLEY, WM. CHANDLER. The Educative Process. Macmillan. \$1.25.
- . Classroom Management. Macmillan. \$1.25.
- BALDWIN, JOSEPH. Elementary Psychology and Education. Appleton. \$1.50.
- . Psychology Applied to the Art of Teaching. Appleton. \$1.50.
- . School Management and School Methods. Appleton. \$1.50.
- BOONE, RICHARD G. Education in the United States. Appleton. \$1.50.
- BRADBY, H. C. Rugby School. Macmillan. \$1.50.
- BRYAN. The Basis of Practical Teaching. Silver.
- BUTLER, NICHOLAS M. The Meaning of Education. Macmillan. \$1.00.
- COMPAYRE, GABRIEL. Intellectual and Moral Development of the Child. Appleton. \$1.50.
- CHUBB, PERCIVAL. The Study and Teaching of English. Macmillan. \$1.00.
- CLOW. Economics as a School Study. Macmillan.
- COIT, STANTON. Ethics for Teachers. Macmillan. \$1.00.
- COMMITTEE OF SEVEN. The Study of History in Schools. Macmillan. 50c.
- CRONSON, BERNARD. Methods in Elementary School Studies. Macmillan. \$1.25.
- DAVIDSON, THOMAS. The Education of the Greek People. Appleton. \$1.50.
- DE GARMO, CHARLES. Interest and Education. Macmillan. \$1.00.
- . Principles of Secondary Education. Macmillan. \$1.25.
- DEXTER, EDWIN GRANT. History of Education in the United States. Macmillan. \$2.00.
- DEWEY, JOHN. School and Society. University Press.
- DE GUIMPS, ROGER. Life and Works of Pestalozzi. Appleton. \$1.50.

- DUTTON, S. T. Social Phases of Education. Macmillan. \$1.25.
- ECKOFF, WM. J. Herbart's A B C of Sense-Perception. Appleton. \$1.50.
- FINDLAY, J. J. Principles of Class Teaching. Macmillan. \$1.25.
- FOUILLEE, ALFRED. Education from a National Standpoint. Appleton. \$1.50.
- FROEBEL, FRIEDRICH. Education of Man. Appleton. \$1.50.
- . Pedagogics of the Kindergarten. Appleton. \$1.50.
- . Educational Laws. Appleton. \$1.50.
- . Education by Development. Appleton. \$1.50.
- HARRIS, WILLIAM T. Psychologic Foundations of Education. Appleton. \$1.50.
- HALLECK, R. P. The Education of the Central Nervous System. Macmillan. \$1.00.
- HAMILTON, SAMUEL. The Recitation. Lippincott.
- HANUS, P. H. Educational Aims and Values. Macmillan. \$1.00.
- HERBART, J. F. Outlines of Educational Doctrine. Macmillan. \$1.25.
- . A Text Book in Psychology. Appleton. \$1.00.
- HINSDALE, B. A. How to Study and Teach History. Appleton. \$1.50.
- HORNE, HERMAN H. Psychological Principles of Education. Macmillan. \$1.75.
- HUEY. Psychology and Pedagogy of Reading. Macmillan.
- . Philosophy of Education. Macmillan. \$1.50.
- KLEMM, L. R. European Schools. Appleton. \$2.00.
- . Higher Education of Women in Europe. Translation. Appleton. \$1.00.
- LOCKE, JOHN. Thoughts on Education. Macmillan. \$1.00.
- LUCKEY. The Professional Training of Secondary Teachers in the United States. Macmillan.
- McMURRAY, C. A. and F. M. The Method of the Recitation. Macmillan. 90c.
- McMURRAY, CHARLES A. Special Method in the Reading of English Classics. Macmillan. 75c.
- . Elements of General Methods. Macmillan. 90c.
- . Special Method in Primary Reading and Oral Work. Macmillan. 60c.
- . Special Method in Geography. Macmillan. 70c.
- . Special Method in History. Macmillan. 75c.
- . Special Method in Elementary Science. Macmillan. 75c.
- . Special Method in Arithmetic. Macmillan. 70c.
- . Special Method in Language in the Eight Grades. Macmillan. 70c.
- . Nature Study Lessons for Primary Studies. Macmillan.
- . Type Studies from United States Geography. Macmillan. 50c.
- MONROE, PAUL. A Text Book in the History of Education. Macmillan. \$1.90.
- McLELLAN and DEWEY. The Psychology of Number. Appleton. \$1.50.

- MONTAIGNE. The Education of Children. Appleton. \$1.00.
- MORRISON, GILBERT B. The Ventilation and Warming of School Buildings. Appleton. \$1.00.
- OPPENHEIM, NATHAN. Mental Growth and Control. Macmillan. \$1.00.
- O'SHEA, M. V. Dynamic Factors in Education. Macmillan. \$1.25.
- PAINTER, F. V. N. A History of Education. Appleton. \$1.20.
- PAYNE. Public Elementary School Curricula. Silver. \$1.00.
- PAYNE, W. H. Rousseau's Emile; or, Treatise on Education. Appleton. \$1.50.
- PUTNAM. Manual of Pedagogics. Silver. \$1.50.
- PICKARD, J. L. School Supervision. Appleton. \$1.00.
- QUICK, ROBERT H. Essays on Educational Reformers. Appleton. \$1.50.
- REDWAY, J. W. The New Basis of Geography. Macmillan. \$1.00.
- ROWE, S. H. The Physical Nature of the Child. Macmillan. 90c.
- SHAW, E. R. School Hygiene. Macmillan. \$1.00.
- SAUNDERS, THOMAS E. Management and Methods. Claude J. Bell Co., Nashville, Tenn.
- SEELEY, LEVI. History of Education. A. B. Co. \$1.25.
- SHELDON, HENRY D. Student Life and Customs. Appleton. \$1.20.
- THORNDYKE, EDWARD L. Principles of Teaching. A. G. Seiler, N. Y.
- THRING, EDWARD. Theory and Practice of Teaching. Macmillan.
- WARE, FABRIAN. The Educational Foundations of Trade and Industry. Appleton. \$1.20.
- WARNER, F. Growth and Training of the Mental Faculties. Macmillan. \$1.00.
- WELTON, J. The Logical Basis of Education. Macmillan. \$1.00.
- WILSON, LUCY J. W. Picture Study in Elementary Schools. Macmillan. 90c.
- . Domestic Science Manual. Macmillan. 90c.
- ZIMMERN, A. Methods of Education in the United States. Macmillan. \$1.00.

#### SUPPLEMENTARY LIST OF MORE RECENT PUBLICATION.

- FOGHT, HAROLD W. American Rural School. Macmillan. \$1.25.
- FLESHMAN, ARTHUR C. Educational Process. Lippincott. \$1.25.
- MURPHY, D. C. Turning Points in Teaching. Flanagan. 75c.
- McMURRAY, FRANK M. How to Study. Houghton. \$1.25.
- BAILY, L. H. The State and the Farmer. Macmillan. \$1.00.
- BRIGGS and COFFMAN. Reading in Public Schools. Row, Peterson. \$1.25.
- BUCK, EDITH C. A Guide to the Teachers' Mastery. Parrott, Waterloo, Iowa. \$1.00.
- BRUNBAUGH, MARTIN G. The Making of a Teacher. S. S. Times Co., Philadelphia, Pa. \$1.25.
- BIRDSEYE, CLARENCE F. The Reorganization of Our Colleges. Baker & Taylor Co. \$1.75.
- BROWN, JOHN F. The American High School. Macmillan. \$1.25.

- McKEEVER, WM. A. Psychological Method in Teaching. Flanagan. \$1.25.  
LEONARD, MARY H. Grammar and Its Reasons. Barnes. \$1.25.  
KEITH, JOHN A. H. Elementary Education. Scott Foresman. \$1.00.  
KEY, ELLEN. The Education of the Child. Putnam. 75c.  
DRAPER, ANDREW S. American Education. Houghton. \$1.60.  
GRAVES, FRANK P. History of Education Before the Middle Ages. Macmillan. \$1.25.  
GILBERT, CHAS. B. The School and Its Life. Silver. \$1.00.  
GILLETTE, JOHN M. Vocational Education. A. B. Co. \$1.00.  
ADAMS, JOHN. Exposition and Illustration in Teaching. Macmillan. \$1.  
CHAMBERLAIN, ARTHUR H. Standards in Education. A. B. Co. \$1.25.  
SEELEY, LEVI. Elementary Pedagogy. Hinds & Noble. \$1.25. School Management. Hinds & Noble. \$1.25.  
SOGARD, JOHN. Public School Relationship. Hinds. \$1.25.  
ELIOT, CHAS. W. Educational Reform. Century. \$1.50.  
EARHART, LIDA B. Teaching Children to Study. Houghton. 75c.  
HALL, G. STANLEY. Aspect of Child Life and Education. Ginn. \$1.50.  
Youth, Its Education, Regimen and Hygiene. Appleton. \$1.50.  
HUGHES, EDWIN H. The Teaching of Citizenship. Wilde. \$1.00.  
TAYLOR, JOS. S. Class Management. Barnes. 75c.  
HOLLISTER, HORACE A. High School Administration. Heath & Co., Boston.  
JONES, W. F. Principles of Education. Macmillan.  
PARTRIDGE, G. E. The Nervous Life. Sturgis & Walton, N. Y.  
DUTTON & SNEDDEN. Administration of Public Education in the U. S. Macmillan.  
COSGROVE, CHAUNCEY P. The Teacher and the School. Scribner's.  
CHANCELLOR, WM. E. Class Teaching and Management. Harper's.  
KERSCHENSTEINER, GEORGE. Education for Citizenship. Rand McNally.

## LESSON PLAN—ARITHMETIC

(By M. THERESA WIEDEFELD.)

(NOTE: *This work was used with second grade and was covered in ten twenty-minute recitations.*)

### TOPIC—TIME.

TEACHER'S AIM.—(a) To teach children all number facts which can be learned from the clock face.  
(b) To teach children to tell time.

### I—PREPARATION.

#### SUBJECT MATTER.

Old experience and knowledge that will help the learner to appreciate the new.

- (a) Number combinations of 12 and 24.
- (b) Time Table—
  - 60 seconds make 1 minute.
  - 60 minutes make 1 hour.
  - 24 hours make 1 day.

#### METHOD.

Play a game in which children have rapid drill on combinations of 12 and 24.

Recitation of time table and memory gem: "Sixty seconds make a minute, etc."

### II—PRESENTATION.

New experience and knowledge, arranged in probable psychological order

#### A. CLOCK FACE.

- 1. Circle
  - Radius
  - Circumference
  - Diameter
- 2. Roman numbers
- 3. Hands
  - Hour
  - Minute
- 4. Division into hour and minute spaces.

#### CLOCK FACE.

Have children construct a clock face.

- 1. Describe a circle. Why is a circle the best shape for a clock face? Which hand is a radius? Make hands form a diameter.
- 2. Write Roman numbers with their Arabic equivalents. Write Roman numbers on clock face.
- 3. Which hand moves the faster? Which tells the hour? Which tells the minutes?

## SUBJECT MATTER.

## METHOD.

## B. HOUR HAND—MOVEMENTS.

2 revolutions in 24 hours.

1 revolution in 12 hours.

1-4 revolution in 3 hours.

1-2 revolution in 6 hours.

Study of hours.

Telling time according to hour hand.

4. Divide circumference into 12 equal parts. How much time does each space represent? How long will it take the hour hand to go over one space?

5. Divide circumference into 60 parts. How can 12 parts be divided into 60 parts? How much time does each space represent? How long will it take the minute hand to go over one space? How long to go over the 60 spaces.

How long does it take the hour hand to go around the clock face? What part of a day? Move the hour hand 1-2 way around. Over how many hour spaces did it move? To what number does it point? (Six marks the points of 1-2 revolution.) Six equals 1-2 of 12. Divide dial into 4 equal parts. Move hour hand 1-4 way around. To what number does it point? (Three marks the point of a 1-4 revolution.) Three equals 1-4 of 12. How long does it take the hour hand to go 2-4 of the way? To go 3-4 of the way?

Space between 12 and 3 is what part of dial? Between 3 and 6? Between 12 and 6? Between 12 and 9? One hour space is what part of the dial?

What is the time when the hour hand is on 3? On 6? On 7? After 3? Near 5?

## C. MINUTE HAND—MOVEMENTS.

1 revolution in 1 hour.

24 revolutions in 1 day.

12 revolutions while the hour hand makes one.

1 space is 5 minutes.

Number indicated by the min-

Which hand tells the minutes?

Show a minute space on the clock.

How many minute spaces are on the clock face? How many minutes does it take for the minute hand to go around the clock. How

## SUBJECT MATTER.

ute hand multiplied by 5 gives number of minutes after the hour indicated by the hour hand.

## Telling Time—

12 times 5 equals 60.

4 times 15 equals 60.

1-4 of 60 is 15.

2-4 of 60 is 30.

3-4 of 60 is 45.

1-2 of 30 is 15.

1-3 of 45 is 15.

3 times 5 equals 15.

6 times 5 equals 30.

9 times 5 equals 45.

## METHOD.

many hours? How many times does it go around in 12 hours?

Then the minute hand goes around 12 times while the hour hand goes around once?

It travels how many times as fast as the hour hand?

Each hour space is divided into how many minute spaces? In passing from one figure on the dial to the next, the minute hand has told how many minutes of time?

Move the minute hand 1-4 way around, starting at 12. It has touched how many figures? Passed how many 5's? How many minutes? Fifteen minutes is what part of an hour? Fifteen is what part of 60?

Move the minute hand 1-2 or 2-4 way around. It has touched how many figures? Passed how many 5-minute spaces? 6 times 5 equals what? 30 minutes is what part of 1 hour? 30 is what part of 60? 30 is what part of 15? 15 is what part of 30?

Move minute hand 3-4 way around. It has passed how many 5-minute spaces? 9 times 5 is what? 45 minutes is what part of 1 hour? 45 is what part of 60? How many 15's in 45? 15 is what part of 45?

When minute hand is on 3, it is how many minutes after the hour? On 6? On 9?

Move hand by 5-minute spaces and complete the table of 5's.

Give practice in telling time. Moving the minute hand by 5, 10, 15, 20 and 30.

## AN OUTDOOR EXCURSION

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TIME—SEPTEMBER.

PLACE—TO CORNFIELD.

PLAN.—Visit a cornfield when the farmers are cutting the corn and tying it into shocks.

TEACHER'S PREPARATION.—Visit cornfield most convenient to school. See the owner and find out when the corn will be cut.

CHILDREN'S PREPARATION.—Work in the school garden in spring when corn was planted and observed.

Observation of cornfields on their way to and from school.  
Talks in class.

TRIP.—Take the children to the cornfield.

1. Points to be observed—

- (a) The standing corn,
  - Color,
  - Dryness,
  - Tassel,
  - Ears.
- (b) The men cutting the corn,
  - Tools used.
  - Where stalk is cut. Why?
- (c) The shocks,
  - How made?
  - Shape,
  - Why this shape?

2. Questions to ask farmer—

- (a) When the corn was planted.
- (b) How often it was cultivated.
- (c) When it will be hauled into the barn. Why?
- (d) To give the class a stalk of corn.

SOCIAL FEATURE.—Gather the children around you on the ground and sing, "Planting the Corn." Recite the poem, "The Golden Rod is Yellow, etc."

Classwork growing out of excursion:

LANGUAGE LESSONS—

- (a) Our trip to the field.
- (b) How the farmer shocked the corn.
- (c) A field of shocks.

(d) Our cornstalk.

(e) I am corn.

BOOK READING.—Corn lessons.

DRAWING—

(a) *Illustrative*—The field of shocks. Playing in the corn.

(b) *Objective*—The ear of corn. The cornstalk.

(c) *Design*—Cornstalks in a border design. A border of ears.

LITERATURE—

(a) "The farmer and the lark."

(b) "Alice's supper."

NATURE STUDY—

(a) The life of the corn plant.

(b) Testing corn for seed.

(c) The drying process.

(d) Ripening and curing.

(e) Why farmers plant so much corn.

SPELLING—

walk	sickle	husk	dry	field	stalks
tassel	pith	farmer	blades	brown	shocks
corn	ear	ripe	cut	tie	tying
bundle	rows	golden	yellow	cut	haul

PHYSICAL EXERCISE—

Dramatize cutting the corn; working in the cornfield.

Another excursion should be taken when the farmer is husking the corn and taking it to the barn.



MARYLAND YELLOW-THROAT.  
4-5 Life size.



## ARBOR AND BIRD DAY ANNIVERSARY

(To be held on some day in April, 1912, to be selected by the Governor.)

## SUGGESTIVE PROGRAM.

Responsive Scripture Reading.....	Teacher and Pupils
Song—"An Arbor Day Tree".....	The School
Memory Gems.....	Pupils
Recitation—Selected.....	Primary Pupil
Reading—"A Story".....	Intermediate Pupil
Song—"Arbor Day Song".....	The School
Address—"The School and the Community".....	A Patron
Recitation—Selected.....	Advanced Pupil
Essay on Suggested Topic.....	Advanced Pupil
Song—"Nature's Greeting to the Birds".....	
.....	Pupils Impersonating Nature and Birds
Recitation—Selected.....	A Pupil
Planting of Trees, Shrubberty, Flowers, Etc.	
Closing Song—Selected.....	The School

## QUOTATIONS FOR ARBOR DAY.

Nature is but a name for an effect  
Whose cause is God.

—Cowper.

The foot that is familiar with the  
grass usually belongs to a man of  
lighter heart than he whose soles sel-  
dom wander from the pavement.

—Leo H. Grindon.

Accuse not nature—she hath done her  
part;

Do thou but thine.

—Milton.

"The beautiful is as useful as the  
useful—perhaps more so."  
Nature never did betray

The heart that loved her. 'Tis her  
privilege

Through all the years of this one  
life, to lead

From joy to joy; for she can so in-  
form

The mind that is within us.

—Wordsworth.

We may shut our eyes but we cannot  
help knowing

That skies are clear and grass is  
growing;

The breeze comes whispering in our  
ear,

That dandelions are blossoming near,  
That maize has sprouted, that streams  
are flowing,  
That the river is bluer than the sky,  
That the robin is plastering his house  
hard by.

—Lowell.

There isn't a blossom under our feet  
But has some teaching short and  
sweet

That is richly worth the knowing.  
To me the meanest flower that blows

can give  
Thoughts that do often lie too deep  
for tears.

—Wordsworth.

A light broke in upon my soul—

It was the carol of a bird;

It ceased—and then it came again,

The sweetest song ear ever heard.

—Byron.

The robin in the cherry tree

Is blithe as any bird can be;

And bubbling from his silver throat,

His wordless songs of rapture float,

O happy, happy May.

—Eben E. Rexford.

One impulse from a vernal wood  
 May teach you more of man,  
 Of moral evil, and of good,  
 Than all the sages can.  
 —William Wordsworth.

There is something unspeakably  
 cheerful in a spot of ground which is  
 covered with trees, that smiles amidst  
 all the rigors of winter, and gives us  
 a view of the most gay season in the  
 midst of that which is the most dead  
 and melancholy.  
 —Addison.

#### ORIGIN OF VIOLETS.

I know, blue modest violets,  
 Gleaming with dew at morn—  
 I know the place you come from,  
 And the way that you are born!

When God cut holes in Heaven,  
 The holes the stars look through,  
 He let the scraps fall down to earth,  
 The little scraps are you.

#### THE PINE.

(A Slight Mistake.)

Three little children across the way  
 Were hard at work on Arbor Day;  
 Their spade was sharp and the soil was fine,  
 The tree was a dear little baby pine,  
 But it never will grow, for Oh, dear me—  
 They have planted the top where the roots ought to be.

Go, make thy garden fair as thou canst,  
 Thou workest never alone;  
 Perchance he whose plot is next to thine  
 Will see it and mend his own.

—Robert Collyer.

#### A LITTLE GIRL'S QUESTION.

O rosebud, pretty rosebud,  
 I pray thee tell me true,  
 To be as sweet, as a sweet, sweet rose,  
 What must a body do?

To be as sweet as a sweet, sweet rose,  
 A little girl like you  
 Just grows and grows and grows!  
 And that's what she must do.

—Joel Stacy in "St. Nicholas' Song Book."

The wind goes calling through the  
 grass

"Come Kitty, Kitty Clover!"  
 "Dear Wind," purrs Kitty, drowsily.  
 "Oh, say is winter over?"  
 "Yes, yes," the laughing wind replies,  
 "It is the month of May:  
 And Buttercup and Violet  
 Are dressed for Arbor Day."  
 Then up springs Clover from her nap,  
 And dons her coat of pink;  
 The very prettiest kitty,  
 Of all the kits, I think.

My big, big brother said to me  
 "There's a lion 'way down there."  
 He thought 'cause I am only six,  
 I'd get an awful scare;  
 I wasn't 'fraid a single bit,  
 But on to school kept going,  
 And 'way, 'way down the road I found  
 A dandelion growing.

The forests of the earth are the  
 flags of nature.

—Enos A. Mills.

Summer or winter, day or night,  
 The woods are an ever new delight;  
 They give us peace and they make us  
 strong.  
 Such wonderful balms to them belong;  
 So, living or dying, I'll take mine ease  
 Under the trees, under the trees.  
 —R. H. Stoddard.

#### FLOWERS.

With what a lavish hand  
 God beautifies the earth,  
 When everywhere, all o'er the land,  
 Sweet flowers are peeping forth!

Down by the babbling brook,  
 Up in the silent hills,  
 The glen, the bower, the shady nook,  
 Their breath with fragrance fills.

#### THE WISE OLD OWL.

"A wise old owl lived in an oak,  
 The more he saw the less he spoke.

The less he spoke, the more he heard;  
 Why can't we all be like that bird?"

#### ANTICIPATION.

I am going to plant a walnut tree;  
 And then when I am a man,  
 The boys and girls may come and eat  
 Just all the nuts they can!

And I shall say, "My children dear,  
 This tree that you enjoy  
 I set for you on Arbor Day,  
 When I was but a boy."

And they will answer, "Oh, how kind,  
 To plant for us this tree!"  
 And then they'll crack the fattest nuts  
 And give them all—to me.

## SOMEBODY'S KNOCKING.

There's somebody knocking.  
 Hark! who can it be?  
 It's not at the door! no, it's in the elm tree.  
 I hear it again: it goes rat-a-tat-tat!  
 Now, what in the world is the meaning of that?

I think I can tell you. Ah, yes! it is he:  
 It's young Master Woodpecker, gallant and free.  
 He's dressed very handsomely (rat-a-tat-tat),  
 Just like a young dandy, so comely and fat.

He's making his visits this morning, you see:  
 Some friends of his live in that elm tree;  
 And, as trees have no doorbells (rat-a-tat-tat),  
 Of course, he must knock: what is plainer than that?

Now, old Madam Bug hears him rap at her door:  
 Why doesn't she come? Does she think him a bore—  
 She stays in her chamber, and keeps very still.  
 I guess she's afraid that he's bringing a bill.

## SONG OF DEDICATION—AN ARBOR DAY TREE.

(Air: "Columbia, the Gem of the Ocean.")

The tree we are planting on this day,  
 Is chosen with tenderest care;  
 May beauty adorn it, hereafter,  
 And clothe it with usefulness rare.  
 May green leaves appearing each springtime  
 Be leaves of a fair book of fame,  
 And spread to the breezes the story  
 Extolling the new-given name.

The tree is an emblem of greatness.  
 As springtime from one tiny seed,  
 It mounts ever upward and onward,  
 An emblem of greatness, indeed;  
 The birds sing its praises to others,  
 The winds carry swiftly the tale  
 The tree is the monarch of forest,  
 Of hill, valley, greenwood, and dale.

—*Florida Arbor Day Annual.*

## ARBOR DAY SONG.

(Air: "My Bonnie" Springtime.)

The breezes of spring wave the tree-tops,  
 The flowers so sweet bloom again,  
 O joyfully birds sing of springtime,  
 While flying o'er mountain and glen.

## CHORUS.

Sing here, sing here,  
 Sing of the springtime today, today,  
 Sing here, sing here,  
 Sing of the springtime today.

O glorious country of freedom!  
 Our lives we will make pure and sweet;  
 Thou givest to us this bright springtime  
 With hearts full of love we now greet—Cho.

Then shout for the oak in the Northland,  
 And answer, O South, with the palm,  
 And we who inherit this Union  
 Sing gaily our nation's psalm.—Cho.

—*M. Susie Magruder,*  
*Solomon's, Calvert Co., Md.*

## STATE OF MARYLAND

## NATURE'S GREETING TO THE BIRDS.

(Tune: "Auld Lang Syne.")

*Nature.*

Come, all ye birds from hill and dale,  
 We'll have a party gay;  
 Come, Birdies, sing your sweetest songs  
 On Nature's holiday.

## CHORUS

Come, Robin, Bluebird, Thrush and all,  
 Come, sing your merry lay,  
 For Nature's keeping carnival  
 On this, our Arbor Day.

*Birds* (entering and forming in semi-circle back of *Nature*.)

Dear Mother Nature, we now come,  
 The Blackbird and the Blue,  
 With Robin, Oriole, and Wren,  
 And many others, too.

## CHORUS

We now salute you, our best friend,  
 Salute you once again;  
 Our praises for your loving care  
 We'll sing in glad refrain.

*Nature.*

Your praise is very sweet, dear Birds,  
 And all the summer long  
 I hope to hear your voices raised  
 In melody and song.

## CHORUS

*Birds.*

In brightening this dear old world,  
 We'll strive to do our part;  
 We'll banish sadness with our song,  
 And cheer the lonely heart.

## CHORUS

We birds are very little folks,  
 And busy workers, too;  
 With pleasure we perform the tasks  
 You've given us to do.

—From "The Days We Celebrate," by Marie Irish.

## SCRIPTURE READING FOR ARBOR DAY.

*Teacher:* I will plant in the wilderness the cedar tree, and the myrtle, and the oil tree; I will set in the desert the fir tree, and the pine and the box tree together.

*Pupils:* Blessed is the man whose delight is in the law of the Lord. He shall be like a tree planted by the streams of water that bringeth its fruit in its season, whose leaf also doth not wither, and whatsoever he doeth shall prosper.

*Teacher:* I went down into the garden of nuts to see the fruits of the valley, and to see whether the vine flourished, and the pomegranates budded.

*Pupils:* And the tree of the field shall yield her fruit, and the earth shall yield her increase, and they shall be safe in their land, and shall know that I am the Lord.

*Teacher:* For the Lord thy God bringeth thee into a good land; a

land of brooks of water of fountains and depths that spring out of valleys and hills; a land of wheat and barley and vines, and fig trees, and pomegranates; a land of oil, olive and honey; a land wherein thou shalt eat bread without scarceness, thou shalt not lack anything in it; a land whose stones are iron, and out of whose hills thou mayest dig brass.

*Pupils:* And Israel said take of the best fruits of the land in your vessels, and carry down the man a present, a little balm, and a little honey, spices and myrrh, nuts and almonds.

*Teacher:* Wisdom is a tree of life to them that lay hold upon her; and happy is everyone that retaineth her.

*Pupils:* The fruit of the righteous is a tree of life.

*Teacher:* Even so every good tree bringeth forth good fruit; but a corrupt tree bringeth forth evil fruit.

*Teacher and Pupils:* To him that overcometh will I give to eat of the tree of life, which is in the midst of the paradise of God.

—From Oklahoma Arbor Day Annual.

#### A FEW POINTERS ON PLANTING TREES.

1. Trees are best when nursery grown.
2. Trees transplanted from the woods should be seedlings.
3. A tree two inches in diameter measured one foot from the ground is large enough.
4. Trees should have a compact root system, straight main trunk and well balanced top.
5. The lower branches should be trimmed to a height of seven feet from the ground.
6. Trees should be free from fungus and insect diseases.
7. Tree holes should be larger than required by the root system.
8. Trees should be planted with as large a root system as possible.
9. Prevent dying, sunburn or freezing of exposed roots.
10. Plant the tree at the same depth and exposure as it formerly stood.
11. Trim off all torn and broken roots and branches with sharp pruner before planting.
12. Plant no trees closer than twenty-five feet.
13. Arrange the roots to spread naturally in loose soil.
14. Tamp the soil well about the roots.
15. Water the young tree freely, especially during June, July and August, with one or two thorough waterings each week.
16. Keep the soil cultivated around young trees.
17. A serviceable and strong tree guard should be placed around the tree.

J. H. PROST, City Forester, Chicago.

#### BLESSINGS FOR THE TREE PLANTER.

O painter of the fruits and flowers!  
 We thank Thee for Thy wise design  
 Whereby these human hands of ours  
 In Nature's garden work with Thine.

Give fools their gold, and knaves their power;  
 Let fortune's bubbles rise and fall;  
 Who sows a field or trains a flower  
 Or plants a tree is more than all.

For he who blesses most is blest;  
 And God and man shall own his worth,  
 Who toils to leave as his bequest  
 An added beauty to the earth.

And soon or late, to all who sow,  
 The time of harvest shall be given;  
 The flower shall bloom, the fruit shall grow,  
 If not on earth, at last in heaven.

—Whittier.

#### WOODS AND WATERS.

Again I hunger for the living wood,  
 The laurelled crags, the hemlocks hanging wide,  
 The rushing stream that will not be withstood,  
 Bound forward to wed him with the river's tide:  
 O what wild leaps through many a fettered pass,  
 Through knotted ambuscade of root and rock,  
 How white the plunge, how dark the cloven pool!  
 Then to rich meadow-grass,  
 And pastures fed by tinkling herd and flock,  
 Till the wide stream receives its waters cool.

Again I long for lakes that lie between  
 High mountains, fringed about with virgin firs,  
 Where hand of man has never rudely been,  
 Nor plashing wheel the limpid water stirs;  
 There let us twain begin the world again  
 Like those of old: while tree, and trout, and deer  
 Unto their kindred beings draw our own,  
 Till more than haunts of men,  
 Than place and pelf, more welcome these appear,  
 And better worth sheer life than we had known.  
 —Edmund Clarence Stedman.

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#### THE TREE.

*(Part of the Arbor and Bird Day Proclamation of the late  
 Governor John A. Johnson.)*

The place and purpose of the tree in history, its dignity and worth, are they not set forth in the chronicles of Christendom that all the world may read, from its first mention in the first chapter of the first book, unto that last Revelation of the world unseen, where "In the midst of the street of it \* \* \* was there the tree of life \* \* \* and the leaves of the tree were for the healing of the nations?"

Throughout all time man has been the tree's sincere worshipper. In his boyhood he sought its green heights; in his youth he walked beneath its whispering branches; in his age he sat content in its sympathetic shade; "after life's fitful fever, he sleeps well"—at the foot of it. The influence of this life-long companionship is deep, lasting and visible. Quite apart from its indirect force in the mass as a factor of climate, we have daily testimony of its power to mould in the character of the Norseman, austere, independent, strong as his native pine; the Briton, rugged, honest, outspreading as his much-sung oak; the German, true forester and forest-lover that he is, full of sentiment as his linden, musical

as his fir, sturdy as his beeches. Out of a state peopled by such races what may we not hope for? Surely the rights of the forest will be revered; surely the forest will make royal return!

## BIRDS.

Birds! Birds! ye are beautiful things,  
With your earth-treading feet and your cloud-soaring wings.  
Where shall man wander, and where shall man dwell,  
Beautiful birds, that ye come not as well?  
Ye have nests on the mountain, all rugged and stark,  
Ye have nests in the forests all tangled and dark;  
Ye build and ye brood 'neath the bonnie green leaves;  
Ye hide in the heather, ye lurk in the brake,  
Ye dive in the sweet flags that shadow the lake;  
Ye skim where the stream parts the orchard-decked land,  
Ye dance where the foam sweeps the desolate strand;  
Beautiful birds, ye come thickly around,  
When the bud's on the branch and the snow's on the ground;  
Ye come when the richest of roses flush out,  
And ye come when the yellow leaf eddies about.

—*Eliza Cook.*

## THE MARYLAND YELLOW-THROAT.

While May bedecks the naked trees  
With tassels and embroideries,  
And many blue-eyed violets beam  
Along the edges of the stream,  
I hear a voice that seems to say,  
Now near at hand, now far away,  
"Witchery—witchery—witchery!"

An incantation so serene,  
So innocent, befits the scene:  
There's magic in that small bird's note—  
See, there he flits—the Yellow-throat;  
A living sunbeam tipped with wings,  
A spark of light that shines and sings  
"Witchery—witchery—witchery!"

You prophet with a pleasant name,  
If out of Mary-land you came,  
You know the way that tither goes  
Where Mary's lovely garden grows:  
Fly swiftly back to her, I pray,  
And try to call her down this way,  
"Witchery—witchery—witchery!"

Tell her to leave her cockle-shells,  
And all her little silver bells  
That blossom into melody,  
And all her maids less fair than she.  
She does not need these pretty things,  
For everywhere she comes, she brings  
"Witchery—witchery—witchery!"

The woods are greening overhead,  
And flowers adorn each mossy bed;  
The waters babble as they run—  
One thing is lacking, only you;  
If Mary were but here today,  
I would believe your charming lay,  
"Witchery—witchery—witchery!"

Along the shady road I look—  
Who's coming now across the brook?  
A woodland maid, all robed in white—  
The leaves dance round her with delight,  
The stream laughs out beneath her feet—  
Sing, merry bird, the charm's complete,  
"Witchery—witchery—witchery!"

—*Van Dyke.*

## STATE OF MARYLAND

## THE SHADE TREE.

"Many a traveler in the heat,  
Finds the cooling shade most sweet,  
Stops to rest within the shade  
That some wayside tree has made,  
Feels the moist and dewy air  
From a hundred leaflets fair  
Fan his heated brow today,  
And I think I hear him say:  
'Bless the hand that set that tree  
On this sunny street for me.'"

## TREASURE TROVE.

Through the forest idly,  
As my steps I bent,  
With a free and happy heart,  
Singing as I went.

Growing in a shady nook,  
A floweret I did spy.  
Bright as any star in heaven,  
Sweet as any eye.

Down to pluck it stooping,  
Thus to me it said:  
"Wherefore pluck me only  
To wither and to fade?"

Up with its roots I dug it,  
I bore it as it grew,  
And in my garden plot at home  
I planted it anew.

All in a still and shady place,  
Beside my home so dear;  
And now it thanks me for my pains  
And blossoms all the year.

—Goethe.

## THE CHILD AND THE APPLE.

An apple cradled on the bough,  
A wistful little maid below.  
"Oh, bird," she said, "I want it so!  
Do wake the apple, please, for me."  
Then the birds sang deliciously;  
But did the apple waken? No;  
It only nodded to and fro.

Half crying, begged the little maid,  
"Oh, sun, come close and listen—so!  
Now wake for me the sleepy-head."  
The sun shone warm, the sun shone low;  
Till all that apple's cheek was red;  
And still its drowsy little head  
Was nodding gently to and fro.

At last the wind came bustling by;  
"Oh, wind, you'll wake it up, I know;  
Purse up your lips, dear wind, and blow."  
The wind he whistled merrily;  
The apple started from its nap  
And dropped into the maiden's lap.

—Elaine Goodale Eastman, from the German.

## THE CHILD'S WORLD.

Great, wide, beautiful, wonderful world,  
With the wonderful water round you curled  
And the wonderful grass upon your breast—  
World, you are beautifully drest!

The wonderful air is over me,  
And the wonderful wind is shaking the tree;  
It walks on the water, and whirls the mills,  
And talks to itself on the tops of the hills.

You, friendly Earth, how far do you go,  
With the wheat fields that nod, and the rivers that flow,  
With cities, and gardens, cliffs, and isles,  
And people upon you for thousands of miles?

Ah! you are so great, and I am so small,  
I hardly can think of you, World, at all;  
And yet when I said my prayers today,  
A whisper within me seemed to say:

You are more than the Earth, though you are such a dot;  
You can love and think, and the Earth can not.

—*Matthew Browne.*

#### FLOWERS AND WEEDS.

Have you heard what the fairies say,  
Little girl, little boy?  
Oh, hear and heed:  
"For each smile you wear on your face today  
There's a flower grows;  
For each frown a weed."

So to make this world like a garden bright,  
Little girl, little boy,  
Keep frowns away.  
Oh, the loving lips that can say tonight  
"We've scattered flowers o'er the earth today."  
—*George Cooper.*

#### MARCH.

O March that blusters, and March that blows,  
What color under your footstep grows?  
Beauty you summon from winter's snows  
And you are the pathway that leads to the rose.  
—*Cecilia Thaxter.*

#### THE FARMER.

If the farmer fails  
And can not buy,  
Then the merchant's goods  
Upon the shelf must lie.

If the farmer fails  
And has nothing to sell,  
Then the banker's account  
Does not swell.

If the farmer fails  
And has nothing to ship,  
The railroad train  
Makes an empty trip.

If the farmer fails  
And hasn't the money aught  
Then the lawyer's fee  
Drops down to naught.

If the farmer fails  
And hasn't the bills,  
Then the doctor  
Ceases to roll his pills.

If the farmer fails  
And can not pay,  
The school teacher's account  
Waits for another day.

If the farmer fails,  
As sometimes fail he must,  
The world's business lags  
And the wheels of commerce rust.

But if the farmer succeeds,  
As succeed he should,  
We all look happy  
And we all feel good.

For upon our broad shoulders  
All the rest do lie,  
And sometimes the pile  
Gets very, very high.  
—*James B. Hunnicutt,*  
In "Agriculture for the Common  
Schools."

#### THE GLADNESS OF NATURE.

Is this a time to be cloudy and sad,  
When our mother Nature laughs around;  
When even the deep blue heavens look glad,  
And gladness breathes from the blossoming ground?

There are notes of joy from the hang-bird and wren,  
And the gossip of swallows through all the sky;  
The ground-squirrel gayly chirps by his den,  
And the wilding bee hums merrily by.

The clouds are at play in the azure space,  
And their shadows at play on the bright green vale,  
And there they stretch to the frolic chase,  
And there they roll on the easy gale.

There's a dance of leaves in that aspen bower,  
 There's a titter of winds in that beechen tree.  
 There's a smile on the fruit, and a smile on the flower,  
 And a laugh from the brook that runs to the sea

And look at the broad-faced sun, how he smiles  
 On the dewy earth that smiles in his ray.  
 On the leaping waters and gay young isles;  
 Ay, look, and he'll smile thy gloom away.  
 —*William Cullen Bryant.*

#### I'D LIKE TO GO.

"It seems to me I'd like to go  
 Where bells don't ring, nor whistles blow,  
 Nor clocks don't strike, nor gongs don't sound  
 And I'd have stillness all around—

"Not real stillness, but just the trees'  
 Low whispering, or the hum of bees,  
 Or brooks' faint babbling over stones  
 In strangely, softly tangled tones.

"Or maybe the cricket or katydid,  
 Or the songs of birds in the hedges hid,  
 Or just some such sweet sounds as these  
 To fill a tired heart with ease.

"If 'tweren't for sight and sound and smell  
 I'd like the city pretty well;  
 But when it comes to getting rest,  
 I like the country lots the best.

"Sometimes it seems to me I must  
 Just quit the city's din and dust  
 And get out where the sky is blue—  
 And, say, now, how does it seem to you?"

#### A NATION'S HOPE.

Who are the men of the morrow?  
 Seek ye the boys of today;  
 Follow the plow and the harrow,  
 Look where they rake the hay;

Walk with the cows from the pasture;  
 Seek 'mid the tasseled corn;  
 Try where you hear the thresher,  
 Humming in the early morn.

Who are the men of the morrow?  
 Look at your sturdy arm!  
 A nation's hope for the future  
 Lives in the boy on the farm.

—*American Agriculturist.*

#### A STORY.

Louise had persuaded her brother to take her out hunting with him. It was a beautiful spring day and they had had a fine time in spite of the fact that the ducks were all gone and snipe and curlew were too wary to stay within reach of a gun.

The meadows and marshes were full of blackbirds and bobolinks. The rich, joyful chee-e-e-e from the glossy blackbirds poised on the top of a dead weed or slender willow, where they spread their wings so as to show to the best advantage their brilliant patches of red and yellow, mingled with the clearer, sweeter call of Bob-o-link, Bob-o-link from the

bright bits of color swaying and fluttering at the very tip of the canebreaks.

"See that bobolink that just lit on that sunflower stalk! Believe I'll see if I can hit him. Too bad to take nothing home," said Hal.

"Oh, but it's too pretty—don't kill it," objected Louise.

"That's always the way with girls," grumbled Hal. "Don't want a fellow to kill anything. Guess I'll leave you at home next time I go hunting."

"Well, if you want to, I s'pose you can," yielded Lou.

The bobolink tossed and swayed and called until it seemed as if its little heart must burst from excesses of joy.

The boy's gun was aimed.

"Too far away. Can't hit it if I try," said he as he lowered the gun.

Still the bird swayed and fluttered its wings and called.

"Seems 'most as if he was daring us to try to shoot him," said Lou.

"I can't hit him from here, anyway," said Hal, carelessly aiming and pulling the trigger.

Through the puff of white smoke the children saw the bird pause a moment in its fluttering, then fly swiftly.

"You didn't hit it," said Lou in a relieved voice.

"'Fraid I did," answered Hal, regretfully, and as he said it, the bird, now flying close to the ground, dropped into the grass.

The children picked the dead bird up. The shot had left no mark and not a glossy feather was disturbed, only those at the throat still ruffled as if the interrupted notes of its last call might yet be finished.

"What did you do it for?" asked Louise.

"Why did you let me do it?" returned Hal.

"What are you going to do with it?" questioned the girl.

"Don't know," replied her brother.

"Wish we hadn't done it," said Louise.

"Let's go home. I'm tired," said Hal.

Louise discovered that she, too, was tired. The bright sky seemed suddenly to have become clouded over and a raw, chilly wind which they had not noticed before was now blowing. Somehow all the birds seemed to have stopped singing and gone away; at least to Hal and Louise there was but one bird left in the meadow now and that was the poor little bobolink in the pocket of Hal's hunting jacket.—Caroline E. Stringer, Lincoln, Neb.

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### HISTORIC AMERICAN TREES.

The grand Magnolia tree, near Charlestown, S. C., under which General Lincoln held council of war previous to surrendering the city.

The great Pecan tree at Villere's plantation, near New Orleans, under which a portion of the remains of General Pakenham was buried.

The Tory Tulip tree on King's Mountain battle field in South Carolina, on which ten blood-thirsty Tories were hanged at one time.

The tall Pine tree at Ft. Edward, N. Y., under which the beautiful Jane McCrea was slain.

The magnificent Black Walnut tree, near Haverstraw, on the Hudson, at which General Wayne mustered his forces at midnight, preparatory to his gallant and successful attack on Stony Point.

The lofty Cyprus tree in the dismal swamp, under which Washington reposed one night in his young manhood.

The huge French Apple tree, near Ft. Wayne, Ind., where Little Turtle, the great Miami chief, gathered his warriors.

The wide spreading Oak tree of Flushing, Long Island, under which George Fox, the founder of the Society of Friends, preached.

The Pear trees planted, respectively, by Governor Endicott, of Massachusetts, and Governor Stuyvesant, of New York, two hundred years ago.

The Freedman's Oak tree, Hampton Institute, Hampton, Virginia, under which the slaves of this region first heard read President Lincoln's emancipation proclamation.

The Elliot Oak tree of Newton, Mass., under which the apostle John Elliot taught the Indians Christianity.

The Ash and Tulip trees planted at Mount Vernon by Washington.

The Elm tree planted by General Grant on the Capitol grounds at Washington.

The Treaty Elm tree at Philadelphia, under which William Penn made his famous treaty with nineteen tribes of barbarians.

The Charter Oak at Hartford, which preserved the written guarantee of the liberties of the Colony of Connecticut.

The old Liberty Elm of Boston, planted and dedicated by a schoolmaster to the independence of the colonies, and the rallying point for patriots before, during and after the Revolutionary War.

The Burgoyne Elm at Albany, N. Y., planted the day Burgoyne was brought there a prisoner.

The Elm tree at Cambridge, in the shade of which Washington first took command of the Continental army, on a hot summer's day.

The Cary tree, planted by Alice and Phoebe Cary in 1832, a large and beautiful Sycamore seen from the Hamilton turnpike, between College Hill and Mt. Pleasant, Hamilton county, Ohio.

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#### SUBJECTS FOR ARBOR DAY ESSAYS.

History of Arbor Day.

Varieties of trees in our State and on our farms.

Trees and their relation to birds.

How to plant and care for trees.

School grounds: How to improve them.

School gardens.

How to make Arbor Day most useful.

What we owe to trees.

The wild flowers of our districts.

#### JACK-IN-THE-PULPIT'S SERMON

(*This odd little plant, called also Indian Turnip, is well known to all who love the woods in early spring.*)

(By Mrs. Samuel Garner.)

"Be silent all! Remember that I won't  
 Be bothered by a noise—My text is: "DON'T."  
 "Don't harm the little woodland things,  
 Whether with coats of fur or feathered wings.  
     To greet the spring  
     The birds returning sing.  
 They come on light and many-colored wings.  
     Don't get out your slings!  
 Don't chase poor Molly Cottontail!  
 Her foes around her so prevail—  
     Both hawks and owls  
     And other fowls  
     Like crows  
     And those,  
 With dogs besides and foxes red,  
 She scarcely knows where she can hide her head.  
     Why should you with your gun  
     Make trembling Molly run?  
     Don't trouble timid little Bun!  
 And spare the bright-eyed squirrels and chipmunks, too,  
     Although 'tis true  
     They sometimes do  
     Steal corn, they leave enough for you.  
 Don't throw stones at the frogs,  
 Who sun themselves on logs.  
     Odd little fellows,  
     In their dingy greens and yellows,  
 They are among the first to hail the spring.  
 So let them twang their mandolins and sing.  
 Don't rob the wild bird of her nest!  
 Don't take her pretty speckled eggs away!  
 Leave them untouched beneath her downy breast;  
 Nor tear her home from off its bending spray.  
     Wait and be good,  
 And you may watch her feed her hungry brood,  
 And see her teach her little ones to fly,  
 Till swift and strong they dart across the sky.  
 Don't EVER rob the birds! How would your mother feel some day  
 If some grim giant should take her home and children all away?  
     Don't break the tender trees in sylvan bowers.  
     Don't root up all the shyest woodland flowers.  
     Some other besides you  
     May want a few.  
 In short, I wish to teach each girl and boy  
     How to enjoy—  
     But not destroy.

## WASHINGTON'S BIRTHDAY ANNIVERSARY

(Thursday, February 22, 1912.—Exercises to be held in the afternoon.)

### SUGGESTIVE PROGRAM.

Song—"Washington".....	The School
Reading—Washington (by C. Phillips).....	A Pupil
Recitation—"When Washington Was President".....	Primary Pupil
Address.....	A Patron
Recitation—(a) "The Flag" (b) "Seventy-Six".....	Pupils
Song—"Long Wave Our Flag".....	The School
"The Story of Betsy Ross".....	A Pupil
Composition—"Washington's Boyhood".....	Advanced Pupil
Closing Remarks.....	The Teacher
Song—Patriotic Selection.....	The School

### WASHINGTON.

(Charles Phillips.)

It matters very little what immediate spot may have been the birth-place of such a man as Washington. No people can claim, no country appropriate him. The boon of Providence to the human race, his fame is eternity, and his residence creation. Though it was the defeat of our arms, and the disgrace of our policy, I almost bless the convulsion in which he had his origin. If the heavens thundered and the earth rocked, yet, when the storm had passed, how pure was the climate that it cleared! How bright in the brow of the firmament was the planet which it revealed to us! In the production of Washington, it does really appear as if nature was endeavoring to improve upon herself, and that all the virtues of the ancient world were but so many studies preparatory to the patriot of the new.

Individual instances, no doubt there were—splendid exemplifications of some single qualification. Caesar was merciful, Scipio was continent, Hannibal was patient; but it was reserved for Washington to blend them all in one, and, like the lovely masterpiece of the Grecian artist, to exhibit in one glow of associated beauty, the pride of every model, and the perfection of every master.

As a general, he marshaled the peasant into a veteran, and supplied by discipline the absence of experience; as a statesman he enlarged the

policy of the cabinet into the most comprehensive system of general advantage; and such was the wisdom of his views, and the philosophy of his counsels, that, to the soldier and the statesman, he almost added the character of the sage! A conqueror, he was untainted with the crime of blood; a revolutionist, he was free from any stain of treason; for aggression commenced the contest, and his country called him to the command. Liberty unsheathed his sword, necessity stained, victory returned it.

If he had paused here, history might have doubted what station to assign him: whether at the head of her citizens or her soldiers, her heroes or her patriots. But the last glorious act crowns his career, and banishes all hesitation. Who, like Washington, after having emancipated a hemisphere, resigned its crown, and preferred the retirement of domestic life to the adoration of a land he might be almost said to have created! Happy, proud America! The lightnings of heaven yielded to your philosophy! The temptations of earth could not seduce your patriotism.

#### THE HIGHEST PEDESTAL.

(William E. Gladstone.)

When I first read in detail the life of Washington, I was profoundly impressed with the moral elevation and greatness of his character, and when I found myself at a loss to name among the statesmen of any age or any country many, or possibly any, who could be his rival. In saying this I mean no disparagement to the class of politicians, the men of my own craft and cloth, whom in my own land, and my own experience, I have found no less worthy than other men of love and admiration. I could name among them those who seem to me to come near even to him. But I will shut out the last half century from the comparison. I will then say that if, among all the pedestals supplied by history for public characters of extraordinary nobility and purity, I saw one higher than all the rest, and if I were required at a moment's notice to name the fittest occupant for it, I think my choice at any time during the last forty-five years would have lighted, as it would now light, upon Washington.

#### GEORGE WASHINGTON.

(By John Hall Ingham.)

This was the man God gave us when the hour  
Proclaimed the dawn of Liberty begun;  
Who dared a deed and died when it was done,  
Patient in triumph, temperate in power—  
Not striving like the Corsican to tower  
To heaven, nor like great Philip's greater son  
To win the world and weep for worlds unwon,  
Or lose the star to revel in the flower.  
The lives that serve the eternal verities  
Alone do mold mankind. Pleasure and pride  
Sparkle awhile and perish, as the spray  
Smoking across the crests of cavernous seas  
Is impotent to hasten or delay  
The everlasting surges of the tide.

—From "WASHINGTON'S BIRTHDAY."  
(By permission of Moffat, Yard & Co.)

## SEVENTY-SIX.

What heroes from the woodland sprung,  
 When, from the fresh awakened land,  
 The thrilling cry of Freedom rung,  
 And to the work of warfare strung  
 The yeoman's iron hand!

Hills flung the cry to hills around,  
 And ocean-mart replied to mart;  
 And streams, whose springs were yet unfound,  
 Pealed far away the startling sound  
 Into the forest's heart.

Then marched the brave from rocky steep,  
 From mountain river swift and cold;  
 The borders of the stormy deep,  
 The valves where gathered waters sleep,  
 Sent up the strong and bold.

As if the very earth again  
 Grew quick with God's creating breath,  
 And from the sods of grove and glen  
 Rose ranks of lion-hearted men,  
 To battle to the death.

\* \* \* \* \*

Already had the strife begun;  
 Already blood on Concord's plain  
 Along the springing grass had run,  
 And blood had flowed at Lexington,  
 Like brooks of April rain.

The death-stain on the vernal sward  
 Hallowed to Freedom all the shore;  
 In fragments fell the yoke abhorred;  
 The footsteps of a foreign lord  
 Profaned the soil no more.

—William Cullen Bryant.

## SONG—WASHINGTON.

(Tune: "Maryland, My Maryland.")  
 We sing a hero, brave and true,  
 Washington, George Washington,  
 A man to love and honor, too,  
 Washington, George Washington,  
 Serene and brave and firm and strong  
 To fight for right against the wrong,  
 A hero worthy of our song,  
 Washington, George Washington.

We sing one who no evil spake,  
 Washington, George Washington,  
 Who suffered much for country's sake,  
 Washington, George Washington;  
 When jealous hate, with bitter word,  
 Assailed him, patiently he heard,  
 And only love of country stirred  
 Washington, George Washington.

We sing a hero, true and grand,  
 Washington, George Washington,  
 Whose strength and wisdom saved our land,  
 Washington, George Washington,  
 His name shall still be honored more  
 As years go by than e'er before,  
 His praises sounded o'er and o'er;  
 Washington, George Washington.

—Selected.

## WASHINGTON.

Great were the hearts and strong the minds  
Of those who framed, in high debate,  
The immortal league of love that binds  
Our fair broad empire, state with state.

And deep the gladness of the hour  
When, as the auspicious task was done,  
In solemn trust, the sword of power  
Was given to Glory's Unspoiled Son.

That noble race is gone; the suns  
Of fifty years have risen and set;  
But the bright links those chosen ones  
So strongly forged, are brighter yet.

Wide—as our own free race increase—  
Wide shall extend the elastic chain,  
And bind in everlasting peace,  
State after state, a mighty train.  
—William Cullen Bryant.

## THE TWENTY-SECOND OF FEBRUARY.

Pale is the February sky,  
And brief the mid-day's sunny hours;  
The wind-swept forest seems to sigh  
For the sweet time of leaves and flowers.

Yet has no month a prouder day,  
Not even when the summer broods  
O'er meadows in their fresh array,  
Or autumn tints the flowing woods.  
From "Days and Deeds."  
(By permission of the Baker & Taylor Co.)

## THE FLAG.

I did not know it was so dear,  
Till under alien skies  
A sudden vision of it near  
Brought tears into my eyes.

Most beautiful its starry blue,  
Most proud its white and red;  
The meaning thrills one thru and thru  
For which the heroes bled.

To wander down the crooked street  
Of some far foreign town;  
No friend amid the crowd you meet,  
Strange faces peer and frown;

Oh, that will catch the careless breath,  
And make the heart beat fast;  
*Our country's flag for life and death!*  
To find our own at last!

To turn a corner suddenly,  
And ah; so brave and fair,  
To spy the banner floating free  
Upon the foreign air!

In those far regions, wonder-strewn,  
No sight so good to see—  
My country's blessed flag, my own,  
So dear, so dear, to me.  
—Addie Farwell Brown.  
(In Teachers' Magazine.)

## O STARRY FLAG OF UNION, HAIL!

O starry flag of Union, hail;  
Now wave thy silken folds on high,  
The gentle breeze that stirs each sail  
Proclaims a broad dear freedom nigh.

Who dares haul down from mast or tow'r,  
Yon emblem of Columbia's pride,  
His life holds light in that dread hour,  
Since brave men for that flag have died.

We raise no hand for strife or war,  
We plead for peace for ev'ry land,  
But love we always each bright star,  
Each color, stripe, and rain-bow strand.

Blue field, thy stars for ev'ry state;  
Thy crimson stripes, thy peerless white,  
Wave now o'er us, while our chorus  
Swells our watchword, God and Right!  
—Charles W. Johnson.

—From "WASHINGTON'S BIRTHDAY."

(By permission of Moffat, Yard & Co.)

## OUR DEBT TO THE NATION'S HEROES.

Every feat of heroism makes us forever indebted to the man who performed it. The whole nation is better, the whole nation is braver, because Farragut, lashed in the rigging of the Hartford, forged past the forts and over the unseen death below, to try his wooden stem against the hull of the Confederate ram; because Cushing pushed his little torpedo boat through the darkness to sink the sinking Albemarle. All daring and courage, all iron endurance of misfortune, all devotion to the ideal of honor and the glory of the flag make for a finer and nobler type of manhood. All of us lift our heads higher, because those of our countrymen whose trade it is to meet danger have met it well and bravely. All of us are poorer for every base or ignoble deed done by an American, for every instance of selfishness or weakness or folly on the part of the people as a whole. If ever we had to meet defeat at the hands of a foreign foe, or had to submit tamely to wrong or insult, every man among us worthy of the name of American would feel dishonored and debased. On the other hand, the memory of every triumph won by Americans, by just so much helps to make each American nobler and better. Every man among us is more fit to meet the duties and responsibilities of citizenship, because of the perils over which, in the past, the nation has triumphed; because of the blood and sweat and tears, the labor and the anguish through which, in the days that have gone, our forefathers moved on to triumph.—*Roosevelt.*

## MEANING OF THE COLORS.

*First Pupil:*

"Red, from the leaves of the autumn woods  
Of our frost-kissed northern hills;  
Red, to show that patriot blood  
Is beating now in a hurrying flood  
In the hearts of American men.

*Second Pupil:*

"White, from the fields of stainless drift,  
On our wide western plains;  
White, to show that as pure as snow  
We believe the Christ light yet shall glow  
In the souls of American men.

*Third Pupil:*

Blue, from the arch of the winter sky,  
O'er our fatherland outspread;  
Blue, to show that as wide as heaven  
Shall justice to all mankind be given  
At the hands of American men.

*All Together:*

"Red, white, and blue, and the light of the stars,  
Through our holy colors shine;  
Love, truth, and justice, virtues three  
That bloom in the land of liberty,  
In the homes of American men."

—R. I. Flag Day Manual.

## THE NEW GEORGE WASHINGTON.

I am six years old,  
And like play and fun  
I mean to grow up  
Like George Washington.  
So when mother said,  
"Who ate all the pie?"  
I spoke like a man,  
And said, "It was I."

But *she* didn't say  
She'd rather lose the pie,  
And know that her boy  
Would not tell a lie.  
She just shut me up  
Where I could not see,  
Then sent me to bed  
Without any tea.

—*Anonymous.*

## A YOUNG PATRIOT.

I'm just a very little boy:  
 I never fired a gun,  
 I never led an army,  
 Like brave George Washington.  
 And though like him I may not fight  
 To set a people free,  
 I'll try to be as brave and true,  
 As kind and good as he.

—*Alice Jean Cleaton.*

## LOVE OF COUNTRY.

Breathes there a man with soul so dead,  
 Who never to himself hath said,  
 "This is my own, my native land,"  
 Whose heart hath ne'er within him burned,  
 As home his footsteps he hath turned,  
 From wandering on a foreign strand?  
 If such there be, go, mark him well;  
 For him no minstrel raptures swell;  
 High though his titles, proud his name,  
 Boundless his wealth as wish can claim;  
 Despite those titles, power and pelf,  
 The wretch concentered all in self,  
 Living, shall forfeit fair renown,  
 And, doubly dying, shall go down  
 To the vile dust from whence he sprung,  
 Unwept, unhonored, and unsung.

—*Sir Walter Scott.*

## LONG WAVE OUR FLAG.

(Air: "The Old Folks at Home.")  
 Come, let us join in glad hosanna,  
 Earnest and clear;  
 Greeting with songs our lovely banner,  
 Pride of your country dear.  
 Praise to the brave who, nobly daring  
 On land and sea,  
 Gave their heroic lives in sharing  
 All for the flag of the free.

## CHORUS

See aloft its colors gleaming,  
 Bright as morning dew!  
 Far up the lights of glory streaming—  
 Long, wave the Red, White and Blue!

Hail we the sign and sacred token  
 Our fathers gave  
 That faith in freedom is not broken  
 Long as the flag shall wave.  
 Then guard with life their trust confiding;  
 Hold it secure!  
 Never our love for it be hiding—  
 Only the brave shall endure!

If hate or envy come designing  
 Our flag to mar—  
 With loyal hearts and arms combining,  
 They shall not hurt one star!  
 Thus, while we heed with true devotion  
 Our flag's command,  
 So will it wave from peak to ocean,  
 Proud of its own native land.

—*By Comrade E. W. Foster.*

(Written for the Public Schools of Boston.)

## WHEN WASHINGTON WAS PRESIDENT.

When Washington was president  
 He saw full many an icicle;  
 But never on a railroad went,  
 And never rode a bicycle.

He read by no electric lamp,  
Nor heard of Yellowstone;  
He never licked a postage stamp,  
And never saw a telephone.

His trousers ended at the knees;  
By wire he could not send dispatch;  
He filled his lamp with whale-oil grease,  
And never had a match to scratch.

But in these days it's come to pass,  
All work is with such dashing done—  
We've all those things; but, then, alas!  
We seem to have no Washington.

—Selected.

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### THE STORY OF BETSY ROSS.

The first flag prepared in accordance with the Act of Congress of September 3, 1777, prescribing what the American flag should be, was made by Betsy Ross in a house which is still standing in Philadelphia. The following account of the making of this first flag is taken from Rhoades' "Story of Philadelphia:"

There is a tradition that the committee appointed by Congress to prepare a design for the new flag consisted of General Washington, Robert Morris, and Colonel George Ross. From the diary of Washington we learn that he was not in Philadelphia June 14, 1777, but at Middlebrook, New Jersey, nor had he been in Philadelphia from June 5, 1776, to August 31, 1777. He may have been, however, one of the chosen committee, and furnished a design for their consideration, and the device may have been suggested by the design on his coat of arms. Colonel Ross had a relative, Betsy Ross, who lived at 239 Arch street, and who had previously made flags for the American army and navy. The committee called upon Mrs. Ross, stated their mission, and asked if she would make such a flag as ordered by Congress. "I do not know whether I can or not, but I'll try," was her reply. As the Act of Congress did not specify the number of points of the star or their arrangement, Mrs. Ross suggested that a star of five points would be more distinct, pleasing and appropriate than the six-pointed star which the committee had designed. Folding a piece of white paper, she cut, with a single slip of her scissors, a five-pointed star, and placing it on a blue field, delighted the committee with her taste, ingenuity and judgment. The committee decided that the stars, thirteen in number, should be arranged in a circle on a blue field, as the circle or ring is typical of eternity. So well pleased were the committee with the flag which Betsy Ross had made, that they authorized her, in the name of Congress, to make the United States flags. On receiving commands from Congress, Betsy Ross began the making of American flags, and employed many hands to aid her; and soon the new flag with its stars and stripes became the national ensign and floated over the army, the navy, and public buildings.

## HISTORICAL MEMORABILIA OF WASHINGTON.

(Compiled by H. B. Carrington.)

- 1732. February 22 (February 11, O. S.), born.
- 1748. Surveyor of lands at sixteen years of age.
- 1751. Military inspector and major at nineteen years of age.
- 1752. Adjutant-General of Virginia.
- 1753. Commissioner to the French.
- 1754. Colonel and commanding the Virginia militia.
- 1755. Aide-de-camp to Braddock in his campaign.
- 1755. Again commands the Virginia troops.
- 1758. Resigns his commission.
- 1759. January 6. Married.
- 1759. Elected member of Virginia House of Burgesses.
- 1765. Commissioner to settle military accounts.
- 1774. In First Continental Congress.
- 1775. In Second Continental Congress.
- 1775. June 15. Elected commander-in-chief.
- 1775. July 2. In command at Cambridge.
- 1776. March 17. Expels the British from Boston.
- 1776. August 27. Battle of Long Island.
- 1776. August 29. Masterly retreat to New York.
- 1776. September 15. Gallant, at Kipp's Bay.
- 1776. October 27. Battle of Harlem Heights.
- 1776. October 29. Battle near White Plains.
- 1776. November 15. Enters New Jersey.
- 1776. December 5. Occupies right bank of the Delaware.
- 1776. December 12. Clothed with "full power."
- 1776. December 14. Plans an offensive campaign.
- 1776. December 26. Battle of Trenton.
- 1777. January 3. Battle of Princeton.
- 1777. July. British driven from New Jersey, during.
- 1777. July 13. Marches for Philadelphia.
- 1777. September 11. Battle of Brandywine.
- 1777. September 15. Offers battle at West Chester.
- 1777. October 4. Battle of Germantown.
- 1778. Winters at Valley Forge.
- 1778. June 28. Battle of Monmouth.
- 1778. British again retire from New Jersey.
- 1778. Again at White Plains.
- 1779. At Middlebrook, New Jersey, and New Windsor.
- 1780. Winters at Morristown, New Jersey.
- 1781. Confers with Rochambeau as to plans.
- 1781. Threatens New York in June and July.
- 1781. Joins Lafayette before Yorktown.
- 1781. October 19. Surrender of Cornwallis.

- 1783. November 2. Farewell to the army.
- 1783. November 25. Occupies New York.
- 1783. December 4. Parts with his officers.
- 1783. December 23. Resigns his commission.
- 1787. Presides at Constitutional Convention.
- 1789. March 4. Elected President of the United States.
- 1789. April 30. Inaugurated at New York.
- 1793. March 4. Re-elected for four years.
- 1796. September 17. Farewell to the people.
- 1797. March 4. Retires to private life.
- 1798. July 3. Appointed commander-in-chief.
- 1799. December 14. Died at Mount Vernon.

—From “WASHINGTON’S BIRTHDAY.”

(By permission of Moffat, Yard & Co.)

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#### TRIBUTE.

(From Green’s “History of the English People.”)

No nobler figure ever stood in the forefront of a nation’s life. Washington was grave and courteous in address; his manners were simple and unpretending; his silence and the serene calmness of his temper spoke of a perfect self-mastery; but little there was in his outer bearing to reveal the grandeur of soul which lifts his figure with all the simple majesty of an ancient statue, out of the smaller passions, the meaner impulses of the world around him.

It was only as the weary fight went on that the colonists learned, little by little, the greatness of their leader—his clear judgment, his calmness in the hour of danger or defeat; the patience with which he waited, the quickness and hardness with which he struck, the lofty and serene sense of duty that never swerved from its task through resentment or jealousy, that never, through war or peace, felt the touch of a meaner ambition; that knew no aim save that of guarding the freedom of his fellow-countrymen; and no personal longing save that of returning to his own fireside when their freedom was secured.

It was almost unconsciously that man learned to cling to Washington with a trust and faith such as few other men have won, and to regard him with reverence which still hushes us in presence of his memory.

—From “WASHINGTON’S BIRTHDAY,”

(By permission of Moffat, Yard & Co.)



CHANCELLOR'S POINT, THE FIRST LANDING PLACE



## MARYLAND DAY ANNIVERSARY

(MONDAY, MARCH 25, 1912.)

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COMMEMORATING THE LANDING OF LORD BALTIMORE'S COLONY.  
MARCH 25, 1634.

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*Topic: "The Founding of the Maryland Colony and Its First Half Century."*

## INTRODUCTORY NOTE.

It has now been eight years since this anniversary was first celebrated in the schools and the following topics have been discussed:

- 1904—"The Landing of the Pilgrims."  
1905—"Religious Toleration."  
1906—"Maryland's Influence in Founding a National Commonwealth."  
1907—"Beginning of Popular Government in Maryland."  
1908—"Maryland's Part in Winning Our Independence."  
1909—"Maryland's Contribution to American Literature."  
1910—"Education in Maryland."  
1911—"Marylanders of National Fame."

Since these subjects are quite broad and cover in a general way the most important features of our State's history, the State Board of Education realizes that unless it goes into uninteresting detail in the selection of subjects for this occasion it must sooner or later begin to repeat. A repetition of a topic of eight years back will not, however, be a duplication of work for the pupils, because practically all of the pupils that were in our public schools then are not to be found there now.

The topic selected for 1912—"The Founding of the Maryland Colony and Its First Half Century"—is not a repetition of that of 1904, but simply includes it.

## THE FOUNDING OF THE MARYLAND COLONY.

## THE CALVERTS.

The origin of the family is obscure, but thought to be of Flemish extraction. The name in such forms as Calvart, Calvard or Calvaert was not uncommon among the more prominent people of Flanders.

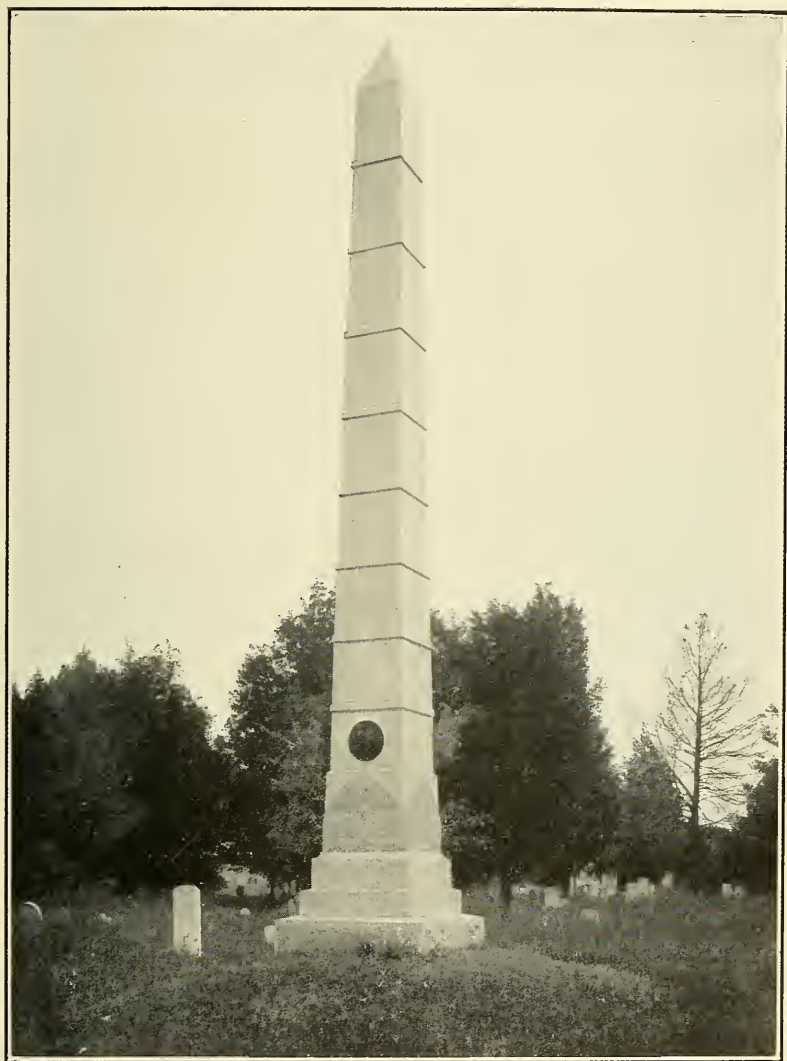
The name appears among records in Yorkshire as early as 1366, but no direct connection can be traced to the distinguished founder of the Maryland colony.

Our earliest certain knowledge of the family begins with Leonard Calvert, the father of George, who lived, as a country gentleman of means, in the valley of the Swale, Yorkshire, during the reign of Elizabeth. He married a lady of gentle birth—Alicia Crossland—and acquired the estate of Kiplin, where George Calvert was probably born in the year 1580. Several authors, including Bozman, fix the date of his birth as 1582, which would mean that he entered Trinity College, Oxford, at the age of eleven years and received his A. B. at fifteen. This is not likely. Some time after his graduation from Oxford he toured the continent of Europe and returned about 1603. His ability and knowledge of State affairs attracted the attention of Sir Robert Cecil, who had been continued as Secretary of State by King James after the death of Elizabeth. Sir Robert appointed young Calvert his chief clerk, and when the former was advanced to the office of Lord High Treasurer he still retained his favorite clerk and made use of his prudence and fidelity in many important affairs. With the confidence and favor of the King, Calvert rose rapidly until he soon became one of the leading men in the affairs of State in the Kingdom. He held such important positions as Clerk to the Privy Council, Principal Secretary of State and Member of Parliament. In 1625 he announced to the King that he had become a convert to the Roman Catholic Church and presented his resignation as a Secretary of State. Nevertheless the King sought to retain him, but Calvert insisted and was relieved, whereupon James elevated him to the peerage and created him Baron of Baltimore in the Kingdom of Ireland.

James died shortly after, but his successor, Charles, did not withdraw his favor from the late Secretary of State, but wished to retain him in the council. Baltimore, however, was firm in his determination to retire from official life.

## THE CHARTER.

Calvert had for a number of years been interested in the colonization of the New World. As early as 1609 he was a member of the Virginia Company and later a member of the councils of both the Virginia and New England Companies. His retirement from official life gave an opportunity which was much to his liking, to personally direct colonization schemes of his own creation. He had purchased, in 1620, a plantation



MONUMENT TO LEONARD CALVERT, ERECTED BY THE STATE OF  
MARYLAND AT ST. MARY'S



known as Avalon, on the island of Newfoundland. Three years later he obtained a very liberal charter for the establishment of a colony there. In spite of the fact that Captain Whitbourne had described the island as an earthly paradise of full and plenty, the colony did not prosper. Feeling that his presence might improve matters, he visited the colony during the summer of 1627. Observing that the soil was not suited for cultivation, he returned to England without the high hopes for the success of the enterprise that he had previously held. The following summer he returned, taking with him Lady Baltimore, all of his children except the eldest son, Cecilius, who remained to look after his estates in Ireland, and about fifty settlers.

It appears that Lady Baltimore spent the following winter in Jamestown, but Calvert remained at Avalon. This sojourn there was sufficient to convince him that his colony could not be successful and a letter to the King describes the horrors of a Newfoundland winter and asks the King for a grant farther south. Through a visit to Virginia, where he was none too cordially received, he learned that no settlers had gone into the region north of the Potomac, and consequently asked for a grant of that territory lying between the Virginia and New England colonies. On account of Calvert's failing health the King advised him to make no further attempt at colonization and proffered further increase of royal favor. He had long set his heart upon his plans and the King was unable to change him, whereupon the preparation of the original charter of Maryland was begun, but not completed until early in 1632. This was in almost every respect the most liberal charter granted any colony in America. Chalmers in his *Political Annals*, published in 1763, suggests that the charter must have been written by Sir George himself since "the rights of the proprietary were carefully attended to, but the prerogatives of the crown, the rights of the nation, were in a great measure overlooked or forgotten. The powers given to the proprietary are extremely large; the privileges conferred on the people are assuredly superior to those granted to other colonists." Chalmers further says: "Maryland enjoyed the unrivaled honor of being the first colony which was erected into a province of the English Empire, and governed regularly by laws enacted in a provincial legislature."

We feel, however, that the liberal terms of the charter are to be attributed more to the King's great confidence in Calvert than to any intrigue on his part.

Hall, in his "*Lords Baltimore*," 1904, says: "It will be seen that the Lords Baltimore were endowed by terms of the charter with an hereditary sovereignty over their province, which differed only from independent rule in that the inhabitants were reckoned subjects of the Crown as well as of the proprietary."

The charter had been completed but had not passed the seal when, on April 15, 1632, George Calvert died. The name of his eldest son and heir, Cecilius Calvert, Second Lord Baltimore, was substituted and the

seal affixed June 20, 1632, and Cecilius thus became First Lord Proprietary of Maryland. He, unlike his father, had no liking for public life and lived very much in retirement, though always active and earnest in the defense of the rights of his colony.

#### THE SETTLERS.

Cecilius began at once to equip an expedition for the settlement of his colony, but met with opposition from certain persons interested in the Virginia colony, which greatly delayed the final departure.

The Ark, a ship of three hundred tons, and the Dove, a pinnace of fifty tons, both of which had belonged to his father, were prepared for the voyage. The belief that Calvert would establish a colony where Catholics as well as Protestants would have freedom of worship, probably led many of the former to join him. There has been much rather fruitless discussion as to whether there were more Catholics or Protestants in the party.

Hall, previously quoted, seems to state the case fairly when he says: "A large proportion of the company was composed of men bound to service, and these apparently were mostly Protestants. Of the actual settlers, men of fortune, who went to take up land and immediately become freemen of the province it is probable that the majority were Roman Catholics; but it is also likely that they constituted but a minority of the entire number of colonists."

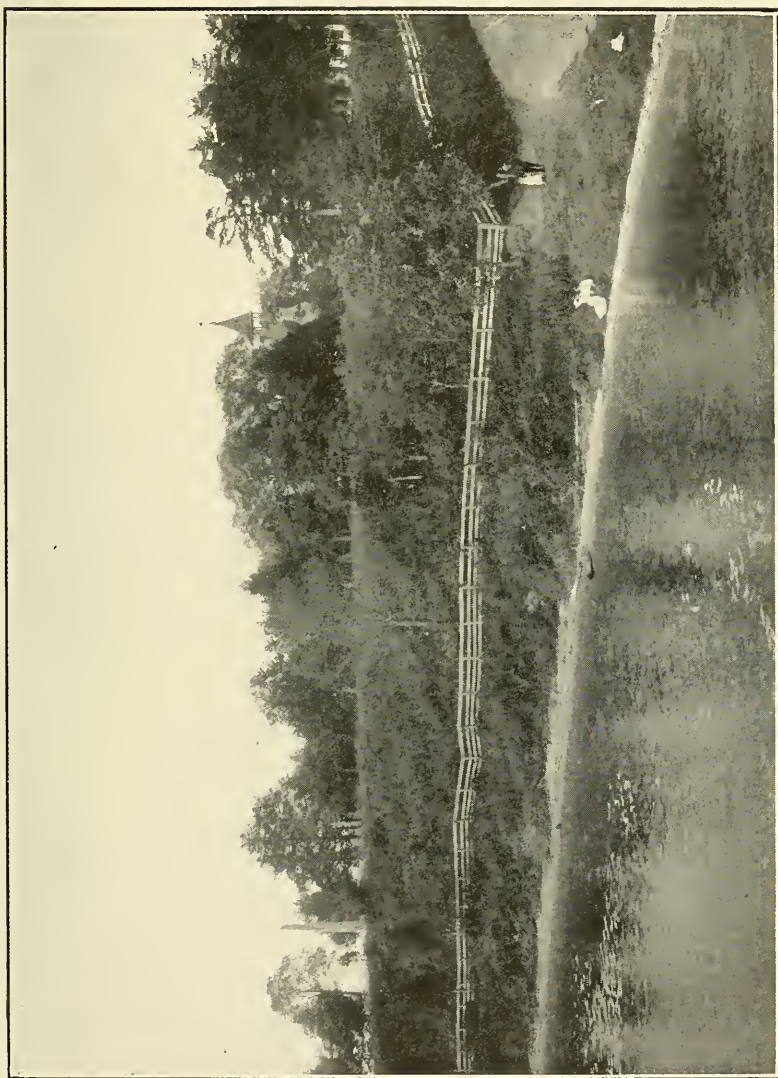
The company when completed consisted of about three hundred persons, including two Jesuit priests. Calvert had fully intended to accompany this expedition in person, but activity on the part of enemies, especially Claiborne, who had established a trading post within the Maryland grant, caused him to remain to protect his charter. The leadership of the venture was consequently entrusted to his brother Leonard, then twenty-six years of age, as Deputy Governor, and George, a younger brother.

#### THE VOYAGE.

After numerous delays the expedition finally set sail from the Isle of Wight for the capes of the Chesapeake November 22, 1633. The best description of the voyage is found in an account by Father White, written in Latin, a translation of which is included in Hall's *Narratives of Early Maryland* (Scribners, 1911). He relates the details of a terrific storm encountered; damage to the ships, which was repaired at the Barbadoes; sickness and death; experience with the natives in the West Indies, where they made several landings, and finally their arrival in the Chesapeake and the sail up the Potomac, which he describes as the largest and most beautiful river that he has ever seen.

#### THE LANDING.

Sailing up the river they found an estuary which they named St. Clement's Bay, and in this bay a small wooded island, where they disembarked.



THE SITE OF ST. MARY'S CITY AS IT NOW APPEARS



barked March 25, 1634, planted a cross and celebrated mass, in which all of the Catholics took part. Leonard, wishing to get information about the Indians of the section, with the Dove and a few members of his company went, the next day, about seventy miles farther up the river. He visited several tribes and was received kindly by them all. With one tribe he found an Englishman by the name of Fleete, who aided Leonard in selecting the site for a permanent settlement. The island where they had first landed was deemed too small, so, under the guidance of Fleete, they sailed back a short distance and entered a river now known as St. Mary's, which flows into the Potomac about twelve miles from its mouth. Here they found an Indian village. With axes, hoes, cloth and other merchandise Leonard bought their town and arranged to occupy half of it at once and the remainder when the corn crop had been gathered.

Thus a site for a permanent settlement was acquired and the colonists landed.

#### ST. MARY'S CITY.

Though St. Mary's soon became a village and continued to be the most important town in the colony until the removal of the Capital to Annapolis, 1695, it must not be thought of as a city in any sense, for it probably never had as many as one hundred houses nor a population in excess of five or six hundred.

We find in "Chronicles of Colonial Maryland," by James W. Thomas, the following eloquent reference to Maryland's first Capital:

"Thus did the ancient city of Saint Mary's spring into being, flourish and pass away. In the 'very State to which it gave birth;' in the State whose foundations it erected; in the State many of whose most valued institutions and more ancient principles of organic law it established, it today stands almost a 'solitary spot, dedicated to God, and a fit memento of perishable man.'

"But it is one which, as long as civilization shall endure upon the earth, will be memorable in the history of its development. The philosopher and statesman, when tracing back the progress of the political systems of men, from the loftiest heights they shall ever reach, will always pause upon the banks of the Saint Mary's to contemplate one of the greatest epochs in their history. It was there that, under the auspices of the founders of the State of Maryland, the injured freemen of England found a refuge from the depredations of royal power; it was there that the inherent rights of man found opportunity for growth to strength and vigor away from the depressing tyranny of kings; it was there that the ancient privileges of the people that came down with the succeeding generations of our fathers from the morning twilight of Anglo-Saxon history, struggling through the centuries of varying fortunes, at last found a home and a country as all pervading as the atmosphere around them; it was there that these principles and rights first

entered into the practical operations of government; it was there that was established the first State in America where the people were governed by laws made by themselves; it was there that was organized the first civil government in the history of the Christian world which was administered under that glorious principle of American liberty—the independence of Church and State in their relation to each other; it was there, too, that freedom of conscience in all of its breadth and fullness was first proclaimed to men as their inherent and inviolable right in tones which, sounding above the tempest of bigotry and persecution, were to continue forever, from age to age, to gladden the world with the assurance of practical Christian charity and ultimately find expression in the political systems of every civilized people.

“Such was the halo surrounding Maryland’s early colonial metropolis, and yet the present generation asks when and where it was; such the renown of Maryland’s first capital, embodying in its history the germ of so much of that which gave grandeur and glory as well as inspiration and pride to the later annals of the State, and yet history has recorded its birth without a smile, and written its epitaph without a tear.

“In desolation and ruin, as it is, and though its hearthstone is buried beneath the moss of so many years, it should be revered as a hallowed spot; sacred to the ‘proudest memories’ of Maryland; endeared in the pride and in the affection of its sons and its daughters; the glory of every American patriot; for it was the spot where first arose the radiant morning sun of our religious freedom; the spot where first broke and brightened into effulgent daylight the early dawn of our civil liberty.”

Life in St. Mary’s when she was in her prime is vividly portrayed by John Pendleton Kennedy in his story “Rob of the Bowl.” We include a synopsis by Miss Schaefer, of Annapolis.

Space in this pamphlet will not permit us to give a connected narrative of “Maryland’s First Half Century,” but simply to include a few choice excerpts from historians covering this period; a list of books in which the authors have treated this period more or less completely, and a list of the Governors during the period.

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#### BOOKS INCLUDING A RATHER FULL TREATMENT OF MARYLAND’S EARLY HISTORY.

BROWN, WM. HAND—“The History of a Palatinate,” Houghton-Mifflin Co. (1904), \$1.25.

—————“George and Cecilius Calvert,” Dodd, Mead & Co. (1890), \$1.00.

HALL, CLAYTON C.—“The Lords Baltimore and the Maryland Palatinate,” Nunn & Co. (1904), \$1.25.

—————“Narratives of Early Maryland,” Scribner’s (1910), \$3.00.

- THOMAS, JAMES W.—“Chronicles of Colonial Maryland,” Cushing & Co. (1900).
- MERENESS, NEWTON D.—“Maryland as a Proprietary Province,” Macmillan (1901), \$3.00.
- GAMBRILL, J. MONTGOMERY—“Leading Events of Maryland History,” Ginn & Co. (1904).
- PASSANO, LEONARD M.—“History of Maryland,” Williams & Wilkins Co., 80c.
- McSHERRY, JAMES—“History of Maryland,” Baltimore Book Co. (1904).
- Publications of the Maryland Historical Society, Baltimore.

OUT OF PRINT—FOUND ONLY IN LIBRARIES OR SECOND HAND SHOPS.

- SCHARF, J. THOMAS—“History of Maryland,” John B. Piet, Baltimore (1879).
- BOZMAN, JOHN L.—“History of Maryland,” Lucas & Deaver, Baltimore (1837).
- Chalmers’ Political Annals of the United Colonies. Two chapters on Maryland (1763).
- NEILL, EDWARD D.—“Terra Mariae,” Lippincott & Co. (1867).
- GRIFFITH, THOMAS W.—“Sketches of Early Maryland,” Baltimore (1824).
- McMAHON, JOHN V. L.—“Historical Views of the Government of Maryland,” Baltimore (1831).

## PROPRIETARIES AND GOVERNORS DURING “MARYLAND’S FIRST HALF CENTURY.”

### PROPRIETARIES.

Cecilus Calvert .....	1632—1675
Charles Calvert .....	1675—1715

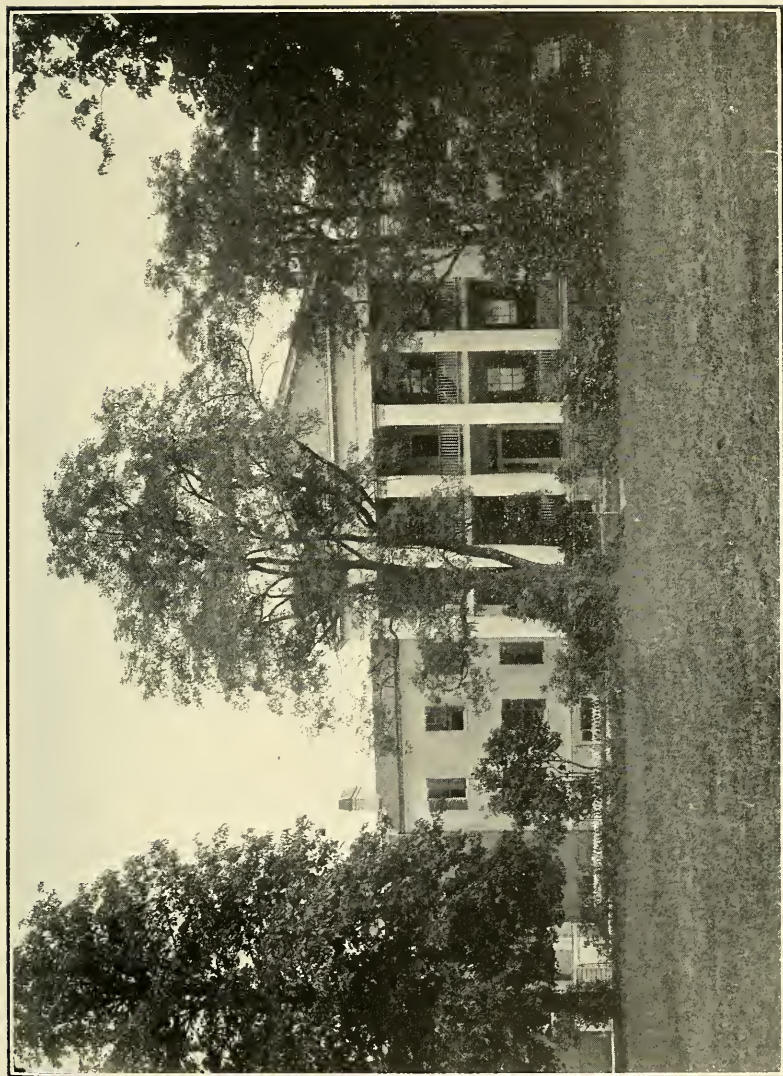
### GOVERNORS.

Leonard Calvert .....	1633—1647
Thomas Greene .....	1647—1649
William Stone .....	1649—1654
William Fuller and Commissioners .....	1654—1658
Josias Fendall .....	1658—1660
Philip Calvert .....	1660—1661
Jesse Wharton and Thomas Notley for Cecilus Calvert, a minor .....	1661—1676
Thomas Notley .....	1676—1679
Charles Calvert, Lord in person .....	1679—1684
Benedict Leonard Calvert, a minor, by the council.	1684—1688
William Joseph, President of Council .....	1688—1689
Convention of Protestant Association .....	1689—1692

## CALVERT'S COLONY.

The beginnings of the history of Maryland are associated with that great epoch in the constitutional history of England which had its manifest rise in the reign of James I, when Parliament withstood the Crown and the country party defied the court party, and the train of events was laid which led ultimately to the plain of Marston Moor, the rout of Naseby, the dread block of Whitehall and the mist-crowned hills of Dunbar. The fascinating and tragic story of the Stuarts is interwoven with the settlement and early years of the colony; the contest between Cavalier and Roundhead, Catholic and Puritan in England had its counterpart in Maryland. The public career of Sir George Calvert, the pupil of Cecil in statecraft, Secretary of State and Privy Councilor, connects the origin of Maryland with the reign of James, and throws light upon the motives which led to the establishment of the "Land of the Sanctuary." Calvert's conversion to the Roman Catholic faith, his retirement from politics, his effort to found the colony of Avalon in Newfoundland, his visit to Virginia and his hostile reception there, and his death just before the charter of *Terra Mariæ* had passed the Great Seal, are parts of the interesting story which precede the landing of the Ark and the Dove at St. Clement's Island and the mass on the Feast of the Annunciation. The charter of Maryland, granted to Cecilius Calvert, second Lord Baltimore, is the most remarkable document of the kind in American history. It made of the province a palatinate, a principality in itself, and vested in the Proprietary supreme powers of government. The wisdom and judiciousness with which Baltimore exercised these, and the broad and sagacious plan which his father laid for his project, have been the admiration of succeeding statesmen and historians.

As a colony, the history of Maryland is full of incident. Co-eval with its establishment the jealousy of Virginia was aroused, and early in its annals appears the naval battle in the Potomac. Clayborne's trading-post on the "Ile of Kent" divides attention at the outset of our provincial story with the landing of the colonists, and the purchase by Governor Leonard Calvert of the Indian village of Yaocomico, as the site of the city of St. Mary's. The claims of Clayborne to prior occupation of the territory, his "rebellion" against the authority of Baltimore, and all the conflicts and intrigues of that time in Maryland, in Virginia and in the palace of Whitehall, afford material for interesting study. The "rebellions" of Ingle, of Coode and Fendall, the effect upon Maryland of the civil commotions in England, Indian troubles and their causes; the ascendancy of the Puritans during the Cromwellian period, the suspension of the charter by William, and the restoration of the province to the Protestant Charles, fifth Lord Baltimore; the controversy with Penn about boundaries, and the running of Mason's and Dixon's Line; depredations of the Indians on the western frontier during the French and Indian War and the many moving events of



ST. MARY'S FEMALE SEMINARY—SITE OF ST. MARY'S CITY



Governor Horatio Sharpe's administration bring the history of Maryland down to the closing era of Proprietary government. Six Lords Baltimore were laid in their graves by 1771, and the line which began so gloriously and auspiciously with George had ended with the dissolute Frederick. To him succeeded his natural son Henry Harford, a minor, and from 1769 to 1774 the Governor was Sir Robert Eden, whose wife was a Calvert. In Sharpe's day had arisen the questions of taxation—pressed upon England by the stern necessities which faced her after the treaty of Paris, and Hood, stamp-distributor, had been driven, by ungentle hints and overt acts, from the province. The Frederick county court transacted its business in defiance of the Stamp Act. The beginning of the end of British rule in America had come, and Maryland's own sons and daughters have been among the most backward in learning and maintaining her proud position in that period. The "Boston Tea Party" was disguised in Indian blankets and feathers, but the owner of the tea-laden Peggy Stewart was compelled, in the light of day, by men whom everyone knew, to burn his vessel and cargo in Annapolis harbor. The people seized the reins of government in 1774 and administered the affairs of the province through the convention until the time had arrived for them to declare Maryland a free and independent State.

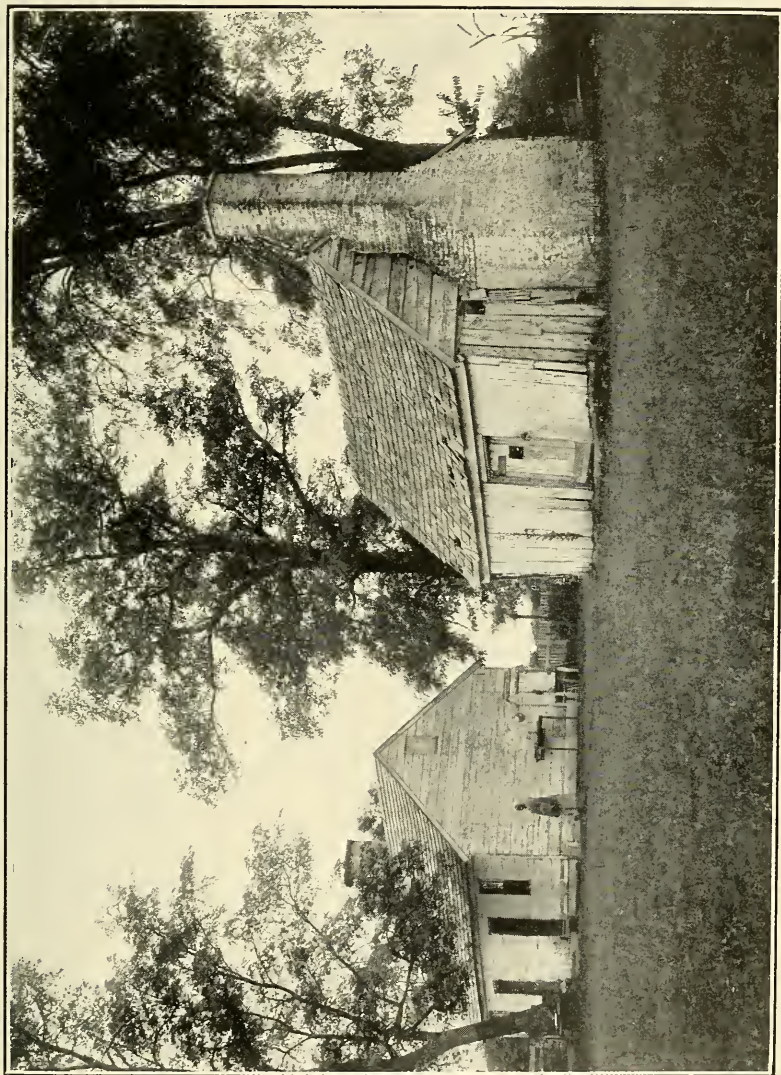
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#### THE RISE OF ANNAPOLIS.

William Claiborne, of Virginia, a foremost figure in the early history of the English settlements having their origin on the James and the Potomac, had established a trading post on Kent Isle, when the colonists of Lord Baltimore sailed into the estuary of the Potomac and founded Maryland at St. Mary's City. A merchant adventurer with qualities of the explorer and ruler, Claiborne soon became involved in a controversy with Baltimore, and the latter's colonists broke up his barter with the Indians, and dispersed his men in the first naval battle in the New World. St. Mary's, at the extreme end of the Western Shore Peninsula, became the first Maryland county, Kent the second and Anne Arundel the third. The settlements in St. Mary's and Kent had several years' growth before a finer site than either was known to Baltimore's followers, one destined by natural advantages and location to become and remain the capital of the province and the State. Fifteen years passed ere the original Maryland settlers knew the beauties of the Severn and of the adjacent territory, and it was left for a band of Puritans, fleeing from contumely and rising oppression in Virginia, to plant upon the shores of that river a colony which was speedily to gain power and influence in Maryland. In the very year the Assembly at St. Mary's passed the famous "Toleration Act," whereby freedom of Christian belief and practice was upheld, ten families of Puritans from Nansemond, Virginia, sailed up the Chesapeake and into the mouth of the Severn and established themselves on Greenberry's Point, soon aft-

erward locating on the peninsular site of Annapolis. Calling their settlement Providence, the next year, 1650, the Puritans sent delegates to the Assembly at St. Mary's, one of whom was made Speaker of the House of Burgesses. That session an act passed "erecting Providence into a county by the name of Annarundell County." With Edward Lloyd as commander and other officials, in 1650, Anne Arundel joined St. Mary's and Kent as a political division of the province. Immediately, it appears, antagonism which had before been manifest became acute, and on a question of conscience, touching the oath of allegiance to the Catholic Lord Baltimore, the Puritans refused to make the required acknowledgment, and to again send representatives to St. Mary's. The struggle between Puritan and Cavalier in England was to have its counterpart in Maryland, culminating in governmental changes and conflict, and in an armed meeting on the banks of the Severn. On Sunday, March 25, 1655, Lord Baltimore's governor, William Stone, with an army of 150 men from St. Mary's, was defeated and taken prisoner by the Puritans on the east side of Spa Creek (Horn Point). His force was dispersed, several of the captives executed and for a time the Puritans were in control of the colony. Three years later Lord Baltimore regained complete control of Maryland, the Cromwellian government was ousted, and Lord Baltimore's authority was formally acknowledged by the people of Providence. As time went by, for reasons of religion and on account of its inconvenient location, opposition to St. Mary's gathered and finally, in 1694, the capital was removed to Anne Arundel Town and its name was changed to Annapolis. A few years later Annapolis is recorded as having about forty dwellings, a State House and a free school, built of brick, "which make a great show among a parcel of wooden houses, and the foundation of a church is laid, the only brick church in Maryland."

After being dignified with a city charter, the growth of Annapolis as the political and social center of the province was rapid. It became the chief port of Maryland. Tobacco, the staple crop of the province (and its currency) was exported in large quantities to Britain, and enriched the planters, many of whom soon had "town houses" in Annapolis. The Legislature, the courts, the races, at certain seasons of the year, drew to the city wealthy and fashionable Maryland families, and the Virginia landholders on the southern banks of the Potomac. "The provincial State House became better known as a ball room than a hall of legislation. French hair-dressers, tailors and perfumers plied their trades in the city, and Annapolis soon came to merit the name" of the Athens of America. It then lay on the high-road from the Southern colonies to New England, and travelers from abroad visited it. Some of these have left on record piquant glimpses of the city. Long before the American Revolution it was conspicuous as the seat of wealth and fashion; the luxurious habits, the elegant accomplishments and profuse hospitality of its inhabitants were proverbially known throughout the colony.



SHOWING CHARACTER OF BUILDINGS NOW FOUND ON SITE OF OLD ST. MARY'S CITY



## THE COUNTIES OF MARYLAND.

First, the colonists founded the city of St. Mary's; then the county of St. Mary's, with the hundreds division of an English shire. The reduction of Clayborne's trading-post and the peopling of Kent Island and the mainland adjacent made the second county. Calvert and Charles may be looked upon as growing out of St. Mary's. The Puritans from Virginia, seeking a new home and political expansion, settled Providence, on the Severn, brought about the formation of Anne Arundel, defeated Governor Stone and the Cavaliers who cried "Hey, for St. Mary's," on the banks of the Severn, and this was prominent among the series of events which fixed the capital of the State at Annapolis, and left the city of Leonard Calvert to sink into a memory. Troubles with the Susquehannocks and with the Pennsylvanians made the peopling of the northern section of the State a political necessity, and Baltimore county, with its generous expanse of territory, was the outcome. The futile effort to establish the town of Joppa, and the seemingly accidental springing into life of Baltimore Town, destined from the beginning to become the metropolis of Maryland, should be noted. Prince George's embraced all the lands above and to the westward of its present location, and its old family names are now met with in Allegany, Frederick, Garrett and Washington. The two Revolutionary counties are named after the lamented soldier who fell under the walls of Quebec, and the greatest of Americans. Just before the Revolution Harford was taken from Baltimore and Caroline from Dorchester and Queen Anne's, while Allegany is contemporary with the constitutional government of the United States. The influx of settlers from above its northern boundary gave to Frederick the characteristic family nomenclature of southern Pennsylvania. Dutch and Swedes came into Cecil from the settlements on the Delaware, and Quakers from Pennsylvania; Virginia and English Puritans were among the earliest colonists in Talbot. The good Queen Anne, whose gifts of silver service are treasured in old Episcopal Churches, is not forgotten on either of the Shores. Williamstadt, in Talbot, was projected as the future chief city across the bay, counterpart of Annapolis. The counties below the Great Choptank came into existence when the tide of immigration began to flow upward from eastern Virginia. First Somerset, then Dorchester, and then Worcester, were carved out of this territory. A Worcester county might have existed in different shape but for Hardwicke's decision of the Penn claim, and Cresap's boast, when led in chains to Philadelphia, that it was "the fairest city in all Maryland" had foundation in the territory defined in the Maryland charter. For nearly half a century Maryland had nineteen counties. Then Carroll was taken from Frederick, and Baltimore, and fourteen years later Howard District of Anne Arundel became Howard county. Wicomico was formerly included in Somerset and Worcester, and Garrett in Allegany. The counties came into being in different modes. Wicomico and Howard were created by organic

law; Montgomery and Washington were taken from Frederick on the same day by resolve of convention. In colonial times counties were formed by Act of Assembly, as they have been since, or by act of the Proprietary. For years before the date frequently accepted as that of the organization of Kent, "Kent County" and the "Ile and County of Kent" are found in the records.

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#### IN MARYLAND.

Methinks the grass is always green,  
     In Maryland,  
 And matchless is each sylvan scene,  
     In Maryland;  
 The laughing rivers as they run  
 Thro' verdant vales to seas of sun  
 Are clear as crystal, every one,  
     In Maryland.

The rose a newer beauty gets,  
     In Maryland,  
 And bluer are the violets,  
     In Maryland;  
 Methinks the birds have sweeter lays,  
 The lassies more enticing ways,  
 And endless seems the summer days,  
     In Maryland;

The stars with brighter luster shine,  
     In Maryland,  
 The grapes are bluer on the vine,  
     In Maryland;  
 The everlasting mountains rise  
 With fairer peaks toward the skies,  
 And closer are the old home ties,  
     In Maryland;

The truest hearts doth throb and beat,  
     In Maryland,  
 And kinder are the friends you meet,  
 Deep in the heart of every rose  
 The sentiments of love repose,  
 Unchilled by cold, unhurt by foes,  
     In Maryland.

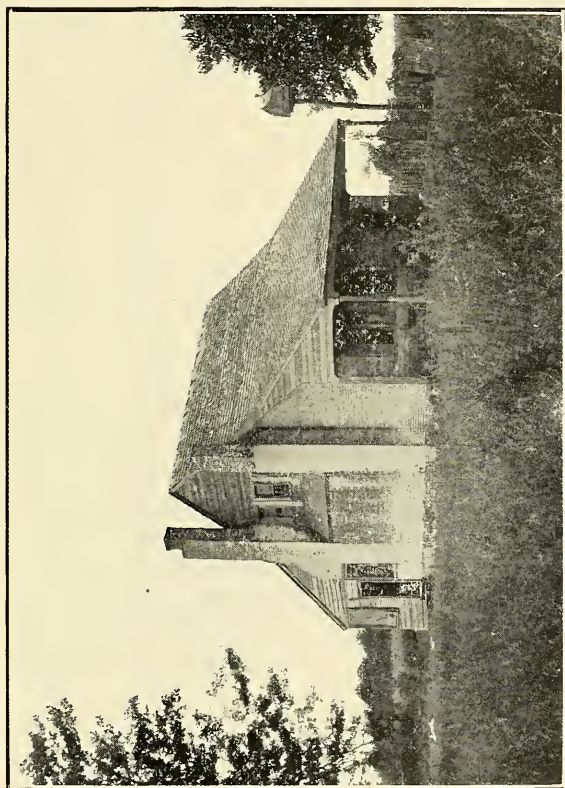
There is a song in every brook,  
     In Maryland,  
 And beauty in each cosy nook,  
     In Maryland.  
 A hearty welcome greets you there,  
 With love and friendship in the air,  
 'Tis true you find it everywhere—  
     In Maryland.

—T. C. Harbaugh.

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#### OLD MARYLAND FROM THE OCEAN.

And yonder at last is Maryland! The mysterious New World, long dreamed of, is now dawning upon our view under the slanting beams of the rising May sun. Before we retired to sleep last night in our sea cradle the captain promised a pleasant surprise to early risers, and just as the round orb of day is about to roll up out of the horizon of waters we are hurried on deck to take our first look at the scene of many hazy



RUDE SHACK CONSTRUCTED ABOUT THE RUINS OF THE HOUSE ONCE OWNED  
BY MISTRESS MARY THROUGHTON—SITE OF OLD ST. MARY'S



hopes and untried possibilities. Here we sit upon the prow of the brigantine and drop into silence, gazing upon the moving shores and feeling as only fleeing exiles can feel.

Slowly from the crest of breakers emerges the low coast. Long arrays of white hills chase one another to the north and the south like snowdrifts beyond the blue billows, but as we draw nearer and see the tumbling waves bursting into foam, their shining spray throws into dimmer shade the sunny sands. Beyond the hills we discover an interior sheet of placid waters lying in serene beauty between the beach and the main, expanding and contracting in graceful curves up and down the view. On the other side of this inner sound the eye is gladdened with the sight of green woodlands, their variegated hues contrasting pleasantly with the intervening sparkle of snow and silver, and by their repose of beauty resting the tired gaze from the incessant ocean-motion of days and weeks.

So, I am told, 182 years ago the great voyager, Sebastian Cabot, passed southward along the coast from Newfoundland, looking upon these same hills and the lands over yonder, gazing through the inlets with curiosity sublime, then turning away his helm from the thirty-eighth parallel and carrying home to England the sure announcement of a new continent. The first European that ever beheld the white beaches of Maryland, the brave navigator was dreaming of the Indies and their spices and gold with all the romance of 1498; but he did not know how Jehovah's hand was at the helm preparing a refuge for the suffering and oppressed of the Old World in the years of great need.

—*Rev. L. P. Bowen, D. D.*

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#### CHAMPION OF RELIGIOUS FREEDOM.

The impartial verdict of history must concede to Calvert's Catholic colony the proud distinction of being the first, and, for a generation, the sole champion of religious freedom on the Western Hemisphere. Controversy has centered about the famous Toleration Act of 1649. Protestants, as well as Catholics, have claimed the honor of its passage. The early religious freedom of which we boast had neither genesis nor supports in legislative enactments. Religious toleration prevailed as a habit of the settlers of St. Mary's, forceful and wholesome as an inchoate law, years before the hybrid statute of 1649 was submitted to vote. Unfriendly critics have further urged that their Catholic toleration had its genesis in political necessity, and was nurtured by a broad policy of farsighted self-interest. We reject the unworthy imputation that the colonists of St. Mary's knew no higher sanction for their tolerance than the restrictions of a charter or the dictates of the commonplace law of self-interest. The course of history prior to the seventeenth century has been sufficient to show the irrelation between low ideals of conduct and religious persecution. Toleration was the child of force,

not of philosophic calm. \* \* \* We must look into the spirit of by-gone times in order to appreciate the true worth and meaning of the great principle upheld by these settlers of St. Mary's. They had to suffer much, to surrender much, to obey, in the land of their nativity; with true nobility they welcome their former oppressors to their new-found lands beyond the sea; with true nobility they pledge their officers not to molest any "person professing to believe in Jesus Christ for or in respect of religion." Whatever the motive, the world had not in that day seen the like.

—*Alfred Pearce Dennis.*

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### THE GREAT SEAL OF MARYLAND.

The Great Seal of Maryland presents a marked contrast to those of the other States of the American Union in that its device consists of armorial bearings of a strictly heraldic character, being in fact, the family arms of the Lords Baltimore, which were placed by the first Proprietary upon the Seal of the Province at the time of its founding.

Most of the States have upon their seals emblems indicative of agriculture, or kindred subjects, represented in a more or less pictorial or allegorical manner. The colonies that were governed directly under the British crown formerly had seals upon which were symbols of the royal authority; but these were discarded at the time of the Revolution, and in their stead were adopted devices more in harmony with the new order of affairs. The New England Colony and Virginia, for example, had seals bearing upon the obverse the effigy of the sovereign, and upon the reverse the royal arms of Great Britain. The seal of Carolina had depicted on one side horns of plenty and other symbols of a youthful colony, and upon the other the arms of the eight Lords Proprietors, but the seal, like those of the royal colonies, has become a thing of the past.

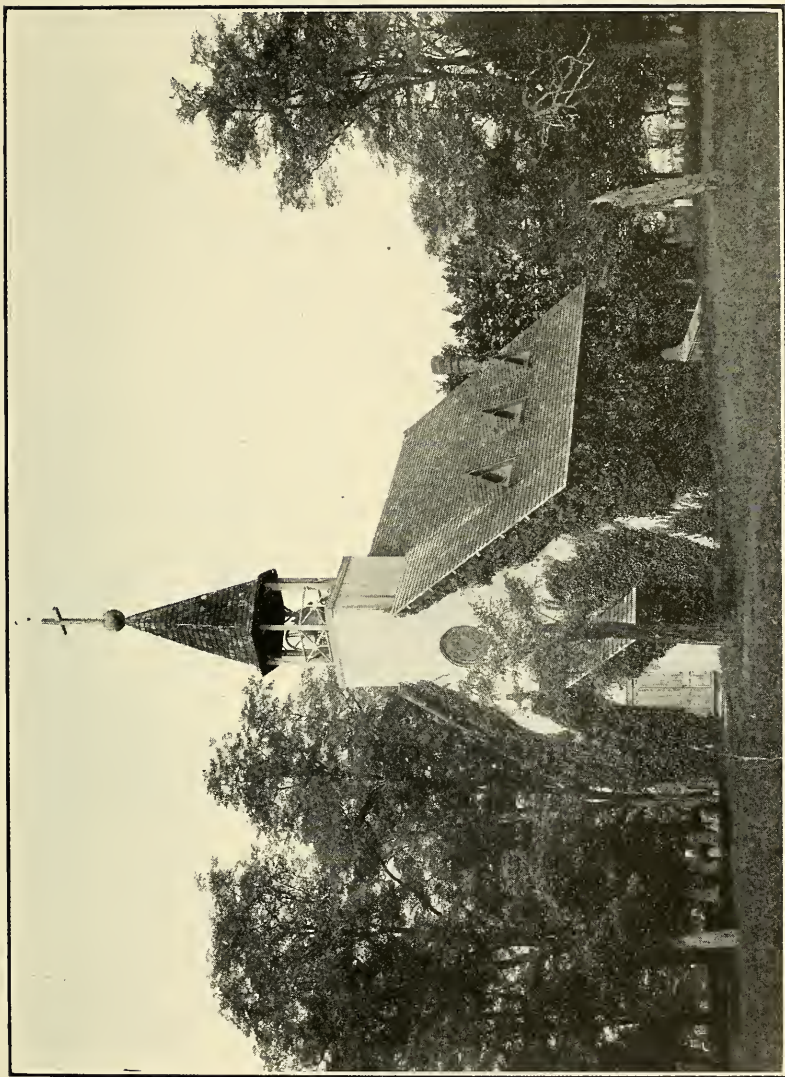
Maryland, like the other States, put aside shortly after the Revolution the seal in use during the colonial period, and adopted one supposed to be more in consonance with the spirit of republican institutions; but after awhile the historic interest attaching to the old Provincial Seal came to be recognized, and the ancient coat-of-arms was finally, by legislative enactment, restored to the Seal of the State.

—*Clayton C. Hall.*

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### MARYLAND'S PIONEER GOVERNOR.

Of the life and character of Leonard Calvert, historians have said but little. While there is no desire to detract from the unfading lustre which they have accorded to the Proprietaries of Maryland, truth and justice alike demand that of the pioneer Governor of the Province, and the founder of Saint Mary's, it should here be said that he, who left his native land to lead the pilgrim colonists to Maryland; he who faced the perils and dangers and stood the heat and fire of storm and battle,



TRINITY CHURCH, SITE OF OLD ST. MARY'S, BUILT OF BRICK FROM THE OLD STATE HOUSE,  
WHICH STOOD ON SAME SITE



which so often darkened its early colonial days; he who first proclaimed and laid in practice those fundamental principles which underlie the priceless boon of liberty of conscience; he, who with untiring energy, fidelity and zeal devoted the best years of his life to the development and glory of Maryland, and to the prosperity and happiness of its citizens; he, whose undaunted courage, wise and liberal statesmanship, and mild and gentle government are so closely associated with the foundation, early growth and permanent establishment of Maryland, should stand upon the pages of history no less distinguished and renowned, as long as valiant service to early Maryland has an admirer or civil and religious liberty a friend.

—*James W. Thomas.*

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#### MARYLAND THE REFLEX OF ENGLAND.

Maryland itself was the reflex of England; indeed, so closely have the first settlers of this illustrious commonwealth clung to the spirit and principles of their English forefathers that it has been confidently asserted that the people of St. Mary's county, the seat of the settlement of Lord Baltimore's first colony in Maryland, today, after the lapse of nearly three centuries, are more like the people of England at the date of the settlement of St. Mary's than are the English people themselves. No branch of the history of Maryland, more than the records of court, reflects so distinctly the life and character of the people who settled "The Land of the Sanctuary." Here are the motives that animated the fathers who planted the cross on the shores of Maryland, and reclaimed the wilderness to civilization. Their cares, their pleasures, their aims, their possessions, their provisions for their families, their deeds of valor, their petty disputes, their great endeavors—all stand out in the records of the courts, as faithful indices of character and conditions; for here tradition was sifted by the rules of critical proof and legal evidence, and the record was made by unprejudiced scribes, before a scrutinizing court, in the presence of adverse interests, zealous and watchful to have the docket state the truth only.

—*Elihu S. Riley.*

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#### A LOFTY IDEAL.

He (George Calvert) died probably thinking his whole life was a long failure, but a grateful posterity has rescued his name from oblivion and has placed his monument in the niche allowed to the immortals. His motto, on his coat-of-arms, well expressed the tenor of his life: "Womanly words, manly deeds"—*fatti maschii, parole femine*. In all his correspondence there runs a broad vein of kindness, sympathy, energy and courage. Possessing a strong will and a sound judgment, he moved along quietly, doing his work thoroughly and conscientiously.

His ambition was lofty, but it was legitimate; it did not carry him into intemperate zeal or into corrupt practices. Judging from the brief notice he has received from English historians, he occupied, in their estimation, but an unimportant place in the history of his times; but in America he will be long remembered for the impetus he gave to discoveries, to trade, and to the planting of colonies, and in Maryland his name will be continually remembered in honor and devotion, not only as the founder of the State, but as the first one to introduce in the New World a palatinate form of government, and a palatinate so wisely planned as to secure to each individual the fullest tolerance in religion and the greatest freedom in political and civil life; a palatinate so constituted that the Catholic, the Protestant and the Quaker might each quietly enjoy his religion, and in the enjoyment of his religion, be protected, tolerated; and, as an Englishman, he allowed civil, political and social rights and privileges, without distinction of party, class or creed. In his lofty ideal, the founder of Maryland contemplated neither a great empire swayed by one political ruler, nor a great hierarchy controlled by one spiritual head, but a State founded upon the principles of justice, equality and liberty—a State established and built upon the basis of civil and common law, but guided and controlled by those principles of ecclesiastical policy that would meet the universal acceptance of all its citizens.

—*Lewis H. Wilhelm.*

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#### INGLE: "PIRATE AND REBEL,"

As to Ingle's having been a "rebel," the facts all point to his participation in the beginning of a rebellion, caused probably by those dissatisfied with Leonard Calvert's rule, more probably by the influence of William Claiborne, who in spite of condemnatory acts by the Maryland Assembly, and the vacillating measures of Charles I, insisted for many years upon his right to Kent Island. But rebellion is viewed in different ways: by those against whom it is made, with pride and oft times with devotion. If Ingle led on the rebellion, he was acting in Maryland only as Cromwell afterwards did on a larger scale in England, and as Bacon, the brave and the noble, did in Virginia, and to be placed in the category with many, who will be handed down to future generations as rebels, will be no discredit to the first Maryland rebel.

—*Edward Ingle.*

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#### BRIEF SYNOPSIS OF KENNEDY'S "ROB OF THE BOWL."

(BY ELISABETH S. SCHAEFER.)

St. Mary's City, situate on the river of the same name, was up until 1694—when the capital was removed to Annapolis—the seat of government of the little English colony and for part of that time the home

of Lord Baltimore, the proprietary of the province. Being almost surrounded by water, it was necessary to protect it well, for the little settlement had both foes within and without. The colony was divided into two factions, which had religion as the chief cause for division. The Protestants were in a fury because they declared Lord Baltimore had given all of his posts of honour to his Catholic friends, and they demanded some of these positions as their right. The leader of this movement was Josias Fendall, who had been Governor in the time of the Protectorate; his chief ally was John Coode, a rough, shrewd character with enough wit to keep within the law and remain a member of the House of Burgesses.

The most formidable fortress for the protection of the city was the Fort of St. Mary's, under the command of Captain Dauntrees, a loyal friend and follower of Lord Baltimore. He was, one certain afternoon in October, seated before his stronghold awaiting the publican, Garret Weasel—a small, thin, timid man, with a shrill penetrating voice—and Arnold de la Grange, a ranger.

Their conversation was, naturally, upon the unsettled condition of the colony, since the return of Lord Charles from Europe, and from that the talk drifted to Master Albert Verheyden, the new Secretary the Proprietary had brought with him. When King Charles was beheaded, a Major William Weatherby, an opponent of Parliament, went over to Arnheim in the services of the State's General. While there, he married a lady named Louise Verheyden, a girl of unusual beauty and loveliness. Tiring of war, he and his wife went to England. Being of a fierce, jealous disposition, and having an unmanageable temper, people soon felt sorry for his beautiful wife, and showed her many kindnesses, especially Sir George Alwin, who innocently did her many favors. Just at this time, for the first time in their six years of married life, Nature wrought a change in the woman, and Weatherby, in his evil-minded jealousy, stabbed Sir George during a public show on the street. In some way he escaped and was never again heard of. The horror of it nearly killed his wife, but she survived and gave birth to a son. With the help of friends, she remained for a while in England, finally returning to Holland, where she only lived for a few years. Her brother, a merchant of Antwerp, took her son, but when the boy was only 14 years of age his uncle died, and the good priests took charge of the lad, educating and caring for him until in his 18th year, he was found by Lord Baltimore, who brought him along as his Secretary.

While Dauntrees was telling his friends this peculiarly sad tale, the lad himself, accompanied by Benedict Leonard—the Proprietary's son—arrived with a message from Sir Charles summoning them to the Mansion. The result of the summons was that the three men, with Pame-sack (The Knife) an Indian scout, should that night go over to St. Jerome's and investigate the Black Chapel and the strange doings that were reported as having been seen there. Weasel, the keeper of the

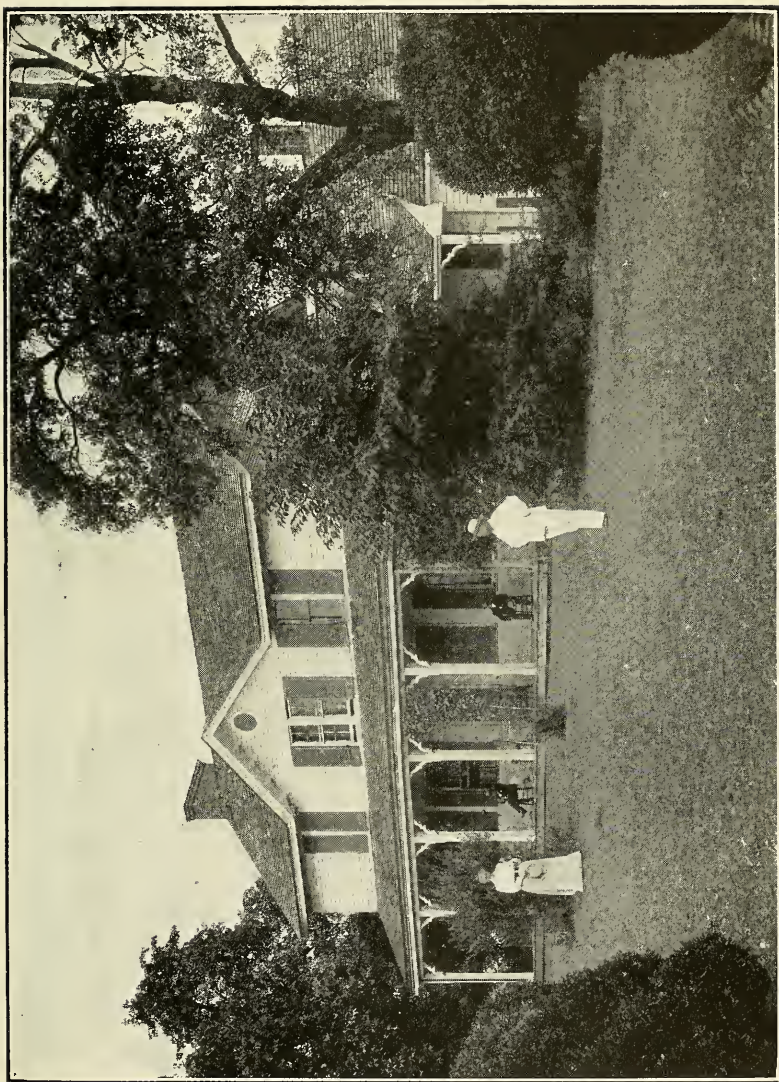
Crow and Archer, had some trouble to get away from the hostelry, as his wife, a buxom, meddlesome body, was very anxious to know what was in the wind.

The Black Chapel had formerly been the home of Paul Kelpy, a follower of Clayborne, who was outlawed, and not being able to get away from the province, locked up himself and his family in the little hut, where some time later they were found lying murdered by his hand. The place had ever since been called haunted. Not far from it was a smaller hut, occupied by The Cripple, Robert Swale, or Rob of the Bowl. It seems that he had been shipwrecked during the winter and had lost both legs by frost; somehow, he managed to reach the coast at St. Jerome's, where he built himself a small hut. He got his name, Rob of the Bowl, from the fact that he had his thighs fastened by thongs to an oval shaped wooden bowl, in which by the use of crutches he managed to swing himself about.

He had not lived there many years before some of the people of St. Mary's discovered that they could get things very much cheaper by going down there unbeknown to the village, because he and the captain of the Olive Branch, Richard Cocklescraft, carried on quite an extensive smuggling business. They used the Black Chapel for a store-house, and made use of its bad name to protect their precious stores. Besides this, they had blue, green and red fires—devil-fires—and masks, etc., enough to frighten the hardiest soldier. The four friends, on arriving there, "were even shot at with earthly weapons," so that the Lord Proprietary, when told of the result of the expedition remarked "There is knavery in alliance with this sorcery."

To the inhabitants of the settlement, Richard Cocklescraft was considered a jolly good fellow, though some few suspected that he was "a Brother of the Coast." He was in love with Blanche Warden, the daughter of the Collector of the Port, the Rose of St. Mary's, who thoroughly detested his loud, swaggering ways, but at her father's request, invited him to the big fete which was to be held in honor of her eighteenth birthday at their home, Rose Croft. Albert Verheyden, his Lordship's Secretary, was also in love with the beautiful Blanche, and more favored in his suit. In some manner the two had a difference at the celebration, and decided to fight a duel. The arrangements were overheard and reported to Alice Warden, an older sister and head of the household, who sent word to Father Pierre. However, when he and Lord Charles appeared on the scene, the duel had already been fought, and they came just in time to intercept foul play. Albert Verheyden's second was Captain Dauntrees, and it was indeed fortunate for the lad that he had chosen the valiant soldier, for Cocklescraft had come with two of his "bloody" brothers who were ready for any knavery or strife.

Cocklescraft was in a rage, not alone over the outcome of the duel, but because Anthony Warden had laughed at his impudence in wishing to marry his daughter. He swore vengeance upon the whole colony, and to gain his end joined forces with the enemies of Lord Baltimore.



ROSECROFT





Permission had been granted to Stark Whittle and Sergeant Travers to fight for a prize, and the time had been taken by the revolutionary party to start a brawl—Stark Whittle belonged to this faction, whereas Sergeant Travers was a friend of the Proprietary. The trouble was put down by Captain Dauntrees and his soldiers, who were on hand to keep order, and that night he disguised himself in plain clothes and watched at the home of the ringleader, where he heard all about their plots to invade the town. He also found out that Cocklescraft had gone over to the enemy. The next day information was received that some one was entering the town from the river front, and, as the Olive Branch and Cocklescraft had disappeared, they felt convinced that he was lurking somewhere near the mouth of the river and was in nightly communication with the town. A fisherman, living near there, was engaged to watch and promised a handsome reward if he captured the skipper. Shortly afterwards, he was found murdered. A party was gotten up to explore the country. The Secretary, who had gone to Rose Croft to say farewell to Blanche Warden, to whom he was betrothed, was late in riding after them, and in the darkness lost his way. Seeing a light, he went towards it, to fall into the hands of his enemies—for the light was in the Black Chapel. Overcome with exhaustion, he fell asleep and was found by the Cripple, who was no other than William Weatherby, the Secretary's father. However, before he could save him, his accomplice, the Skipper, came in and, seeing the lad, decreed that he must be drowned. The Cripple drugged the two men who were to perform that duty and saved Verheyden, who swam to the shore and got back to the town.

Cocklescraft, however, has made up his mind to secure Blanche Warden, and gets up an expedition to steal her. He does so at night, but is chased both by land and water, and the unhappy maiden is released and her kidnappers captured, word of the affair having been taken to Father Pierre by the Cripple. All of the guilty ones were captured and imprisoned, awaiting trial. At the trial, hearing from the Cripple's own lips that he was the one who had betrayed him, he seized the knife "Rob of the Bowl" always wore in his girdle and plunged it into his bosom. It was done so suddenly that Cocklescraft escaped easily, driving all before him with the long knife, and reaching his ship, which had been brought in by the order of the Proprietary, he and his comrades easily overpowered the light guard, and sailed away. The Cripple died after a few hours, leaving his son fabulously rich, and he, of course, married the Rose of Old St. Mary's.

## PEACE DAY.

(MAY 18.)

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*To Be Celebrated in the Schools Friday Afternoon. May 17, 1912.*

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## PEACE DAY.

(BY LUCIA AMES MEAD.)

In 1907 the school superintendents at their annual meeting recommended to all schools the observance of May 18—the anniversary of the opening of the first Hague Conference. A dozen States had previously observed the day, and since the leaflets and material for school use upon that day have become generally known through the School Peace League, special exercises, as long as those on Flag Day or Memorial Day, should become general.

First of all, the teacher must be an enthusiastic believer in world organization and arbitration if Peace Day is to inspire her pupils. If she has imagination and a clear comprehension of the subject she can make any class, even the primary class, feel the thrill of the great war against war which this day celebrates. By picturing the old-time duel, for example, that between Burr and Hamilton, she can show how the duel proved nothing and the best man often fell. Even a small child readily sees the silliness of duels after courts are once established and can be led on to see the folly of gigantic duels between nations if an international court becomes available. The story of the formation of the Permanent Tribunal of Arbitration should be told as one of the greatest events of history, marking an epoch. It can be told picturesquely and in the simplest words. First, tell of the Czar's rescript, that August day in 1898, like a bolt from the blue, startling the world with an unheard-of proposition and showing how the awful increase of armaments "was bringing about the very cataclysm they were designed to avert." In short, preparation for war, through the rapidity of new inventions in armaments, was becoming as costly as war itself. The decade since this rescript has painfully emphasized this fact, the United States paying as much for army and navy in 1908 in time of peace as it paid ten years before in time of war. After the rescript followed, nine months later, the coming together of one hundred representatives with fifty attaches in Queen Wilhelmina's little palace, "The House in the Wood," at The Hague. These represented the twenty-six nations that had ambassadors at St. Petersburg. They came together full of indifference or cynicism, expecting for the most part mere perfunctory action. They excluded reporters, as did the Constitutional Congress in 1787. But with the sceptics were strong men of faith, among them the English ambassa-

dor—Lord Pauncefote—and our own minister to Berlin, Andrew D. White. These and a few others created hope and confidence, and soon every man found himself at work in one or another of the three committees, and through social functions coming into friendly touch with strangers, rubbing off prejudices and enlarging his power of comprehending their point of view.

Once, when Germany's inaction that summer seemed to block the way and frustrate all possibility of harmony, public opinion in America helped to melt the iceberg of opposition. Mr. White sent Mr. Holls of our delegation to Berlin to see Hohenlohe and Von Buelow. He was told that Germany as a whole cared little about the conference and no one supposed America really cared. These diplomats were indeed amazed to see the piles of letters and telegrams which revealed that, far and wide, clubs, boards of trade, churches, and all kinds of organizations in America had been pouring in urgent messages to our delegation. One of these was signed by thirty-one Baptist clergymen in Oregon, each of whom paid a dollar to send it. The one that especially affected the Germans was a prayer written by a bishop of Texas to be offered in every church of his diocese while the conference lasted.

As a result of this first conference a permanent tribunal of arbitration was established, for which Mr. Carnegie has provided a building at a cost of one and a half million dollars. This is not yet completed. A dozen or more nations have taken cases to this court. Provision made by this conference prevented war between Russia and England over the firing on the English fishing vessels. It was also by provision of this conference for meditation that President Roosevelt called to Kittery navy yard the representatives of two great nations to end the bloodiest war of modern times.

This war could have been avoided had the world been a little more organized. Since then the second Hague conference has taken further steps in world organization. It is certain now that at regular intervals a world conference merging into a parliament with ever-increasing powers will meet. Executive commissions will eventually carry out its decisions and an international police force—a totally different thing from rival armies and navies—will keep law and order.

The first steps toward this are arbitration treaties between the great nations promising to settle all difficulties between them by law or arbitration. The teacher will, of course, tell her pupils the story of such a treaty between Chili and Argentina and of the erection of the Christ of the Andes on the loftiest mountain pass as a pledge of perpetual peace.

Four thoughts should be emphasized: (1) Organization—this is an age of power such as the world never saw before because men have learned to co-operate. Picture the condition of our States if they had not been confederated; of the German and Italian States before they were united. Emphasize the fact that peace between nations is not a question of making men into saints, but of organizing them in prac-

tical business fashion. The United States must be an exemplar of a united world. (2) This country has no danger from without, but fearful dangers from within. (3) Peace develops all the virtues, even the highest courage, better than war. (4) Citizens of our favored land are better able than any other to lead the world toward peace.

Far more care needs to be taken to prepare for Peace Day than for any other instruction of the year because of the misconceptions among teachers as well as the public regarding the peace movement. The teaching must, of course, be in perfect harmony with the thought of reverence for the brave men who fought for independence and to preserve the Union, and sharp distinction must be made between past civil wars which could not have been prevented by a Hague court, had one existed, and future international war for which we now have substitutes—if we will but use them.

The following figures, covering the period from 1793 to date, one hundred and seventeen years, incomplete as they are, make an impressive exhibit of the waste of life and treasure that militarism has brought to civilization:

*Wars and their Cost*

Dates	Countries engaged	Cost	Loss of Life	Armies in the Field
1793-1815.....	England and France .....	\$6,250,000,000	1,900,000	3,000,000
1812-1815.....	France and Russia.....	450,625,000		1,500,000
1828.....	Russia and Turkey.....	100,000,000	120,000	
1830-1840.....	Spain and Portugal (civil war).....	250,000,000	160,000	300,000
1830-1847.....	France and Algeria.....	190,000,000	110,000	150,000
1848.....	Revolts in Europe.....	50,000,000	60,000	
1845.....	United States and Mexico.....		10,000	90,100
1854-1856....	England.....	371,000,000	609,797	1,460,500
	France.....	332,000,000		
	Sardinia and Turkey.....	128,000,000		
	Austria.....	68,600,000		
1859.....	Russia.....	800,000,000	24,000	128,000
	France.....	75,000,000		
	Austria.....	127,000,000		
	Italy.....	51,000,000		
1861-1865....	The rebellion.....	5,000,000,000	294,400	2,041,600
			200,000	750,000
1864.....	Denmark, Prussia, and Austria.....	36,000,000		
1866.....	Prussia and Austria.....	330,000,000	57,000	639,000
1864-1870.....	Brazil, Argentine, and Paraguay.....	240,000,000	330,000	
1865-1866....	France and Mexico.....	65,000,000	65,000	100,000
1870-1871....	France.....	1,580,000,000	311,000	1,713,000
	Germany.....	954,400,006		
1876-1877....	Russia.....	806,547,489	180,000	1,500,000
	Turkey.....	403,273,745		
1898.....	Spain and the United States.....	1,165,000,000	20,000	300,000
1900-1901....	Transvaal Republic and England.....	1,000,100,000	91,000	400,000
1904-1905..	Russia and Japan.....	2,500,000,000	555,900	2,500,000

Expense of wars, 1793-1860..... \$9,243,225,000  
Expense of wars, 1861-1910..... 14,080,321,240

Total..... \$23,323,546,240  
Loss of life, military service..... 5,098,097  
Armies in the field..... 16,822,200

EXTRACT FROM PAPER OF DR. EDWARD L. THORNDIKE ON  
"THE EMOTIONAL PRICE OF PEACE."

"The best way to teach ourselves to appreciate worthy national enterprises is to engage in them. Interests and emotions are the products as well as the producers of acts. We create zeal by zealous behavior. Let men work together at building the Panama canal and conserving needed forests; at putting an end to malaria, yellow fever, tuberculosis, the white-slave traffic and child-labor; at providing employment for all capable and willing workers and education in a trade for every boy and girl able to learn one. They will soon come to feel an honorable pride in their race or nation—pride in what it achieves for its own and the world's good. They will find the game of welfare as interesting as the game of war.

This is not a Utopian solution. The zest for vicarious war, for contemplating the conflicts of military 'teams,' has lived not so much, by its intrinsic attractiveness as by heavy subsidies. Put a million dollars a day into any national enterprise, say a crusade against tuberculosis, and it acquires interest. Devote a large fraction of literary talent for two thousand years to advertising the adventures of a public-health army, and the career of a hunter of microbes will become attractive. The intrinsic difficulty of arousing interest in exterminating the tubercle bacillus or freeing children from slavery or putting justice on the throne of industry, may not be greater than that of arousing an equal interest in exterminating the aborigines, or freeing Cuba, or putting a Bourbon on the throne of France.

Suppose that from '61 to '65 we had spent three thousand million dollars in a campaign to free little children from misery in factories and mines. The health, happiness, and education of children would be of public interest. Suppose that since then the pension expense, now over three million dollars a week, had been given up to discovering and helping men of genius to turn their passion for truth and beauty to the world's advantage. We should appreciate the worth of provision by a state for the discovery, conservation and use of its human resources.

Suppose that we now maintained at a cost of two hundred and seventy-five millions a year an army of physicians, men of science and nurses to eradicate tuberculosis. The mere expenditure of what our military establishment now costs us, would make every village church and city club a center of interested discussion of the latest news from the tenements!

As a matter of fact, we are, year by year, more rapidly acquiring interests which will protect us against cowardly zest as onlookers at a cock-pit of nations. In their sober senses the plain people of this country no more hanker after a look at the war-game than they hanker after bull-fights or the trial by fire. Public enterprise is being directed less toward a fretful defense of national prerogatives, and more toward an

energetic fight for the inward means of national dignity. The settlement of national disputes by force is doomed to have in the life of reason only the painful interest of a pitiable accident, like the wrecking of a train by an incompetent switchman, or the murder of his family by a maniac."

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HON. THEODORE MARBURG.

America above all countries is in a position to make the proposal for the establishment of an international court of justice. Let the inauguration of such a court, which offers a substitute for war and makes possible a reduction of armaments, be proposed by England, for example, and her enemies at once interpret the act as a sign of weakness and fear. The proposal comes with better grace from America, because of her advantageous geographical position, remote from powerful neighbors; because she is not regarded with the same jealousy and suspicion with which the leading European powers unfortunately regard each other; because her military budget, while ridiculously large, does not weigh her down as similar budgets weigh down the great European nations. It comes with force because she has an effective navy. Assume that Russia today should suggest the suppression of navies, or that China should propose the abolition of both naval and land forces. In the first instance it would be the exact parallel of the Aesop fox that had lost its tail; and in the second, the case of a fox that was so neglectful of appearances as to forget to grow a tail.

Our navy must be kept effective until, by common agreement of the great powers, the growth of armaments is checked. The powers that have formidable navies are few. It is quite thinkable that they should come together and agree to abate armaments. It can be done; it is a reasonable and realizable project; but concerted action is an essential element of it.

Not only has America an effective navy, but back of that navy is a people of boundless resources and boundless will. It is human will that has made human history. If America wills that this thing shall be done, it will be done. Moreover, Europe knows that in advancing this suggestion America is motivated by no fear except the fear of doing wrong, which is the only fear that any man or any woman or any nation should have under any circumstances.

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EXTRACT FROM "THE RESULTS OF THE TWO HAGUE CONFERENCES, AND THE DEMANDS UPON THE THIRD."

"The general results of the Hague Conferences upon the habit and temper of the world have been even more revolutionary and beneficent than the specific results which have here been noticed. I can think of

no other proof of the world's political maturity and competence, of its rationality and evolution of good manners, half so great as the decorum, mutual respect, and perfect temper which marked the dealings of the 256 representatives of the forty-four nations in the last Hague Conference, from beginning to end. Think of it, in the light of history—representatives of every race, religion, language, tradition, system of government, and system of law, conferring upon the most important and critical questions of international relation, with the widest differences of opinion and feeling, with all their various prejudices, with all possible scope for collision—and no one breach of self-restraint or courtesy, no breach of respect or of brotherhood, on the part of any member of that illustrious convention, during the whole four months! Why, if the Second Hague Conference had done nothing but simply exhibit to the world that spectacle, it would have marked an epoch. But how much more than that it taught the nations! It taught them that from now on legality and co-operation, mutual and deferential conference, instead of national selfishness, impulse or isolation, must rule the world, that the new era of these things has come, and come to stay. This is the supreme result of the Hague Conferences. Those conferences were sessions of the world's Constitutional Convention. 'On the sky's dome, as on a bell,' their action 'struck the world's great hour' of unity and organization, pledging the family of nations at once a legislature and a judgment seat, and transforming the world's peace party into a world federation league, instinct and electric with confidence in 'holier triumphs get to come.'—

"The bridal time of Law and Love,  
The gladness of the world's release,  
When, war-sick, at the feet of Peace,  
The hawk shall nestle with the dove!—"

"The golden age of brotherhood  
Unknown to other rivalries  
Than of the mild humanities  
And gracious interchange of good."

The League of Peace, for which Mr. Carnegie has been pleading, seems actually at hand. Even Mr. Roosevelt seems coming into line. Only the League of Peace, to be a true solvent and a real blessing, must be coextensive with honest national purposes and genuine civilization."

—EDWIN D. MEAD.

## STATE OF MARYLAND

# PUBLIC HIGH SCHOOLS OF 'THE FIRST GROUP'

Approved by the State Board of Education.

**PUBLIC HIGH SCHOOLS OF THE SECOND GROUP**  
Approved by the State Board of Education

Number	County	Name and Location of School	Name of Principal	Salary of Principal	Number of Teachers	Salary of Assistants	No. Pupils Enrolled,			Average Attendance	Amount of State Appropriation
							Male	Female	Total		
1	Allegheny	Barton (Barton)	Geo. W. Craig	\$1,298	3	.....\$550	15	28	43	38	\$1,400.00
2	Allegheny	Westenport (Westenport)	O. H. Bruce	1,298	3	\$550 027	19	29	48	39	1,400.00
3	Allegheny	Sparrows Point (Sparrows Point)	Joseph Blair	1,000	3	750 800	25	44	69	54	1,400.00
4	Baltimore	Agricultural (Philopolls)	B. H. Crocheron	1,800	3	750 800	21	22	43	33	1,400.00
5	Caroline	Federalsburg (Federalsburg)	A. C. Brower	1,000	3	.....500	21	22	43	34	1,400.00
6	Caroline	Ridgely (Ridgely)	C. H. Schopmeyer	1,000	2 1/2	450 500	17	23	40	21	1,400.00
7	Caroline	Preston (Preston)	Geo. E. Bennett	700	2 1/2	.....350	16	23	39	33	1,400.00
8	Cecil	North East (North East)	Stanley Evans	1,000	2	.....600	24	27	51	35	1,400.00
9	Cecil	Chesapeake City (Chesapeake City)	Hugh W. Caldwell	1,000	2	.....500	32	32	64	40	1,400.00
10	Dorchester	Calvert Agricultural (Calvert)	Edw. F. Webb	1,000	2 1/2	.....500	32	30	62	47	1,400.00
11	Frederick	Hurlock (Hurlock)	Alfred B. McVey	1,000	2	.....500	32	30	62	37	1,400.00
12	Frederick	Girls' (Frederick)	Chas. H. Remsburg	1,200	2	.....500	18	88	88	71	1,400.00
13	Frederick	Middleton (Middleton)	R. E. Kiehn	1,000	2	.....550	24	32	56	50	1,400.00
14	Frederick	Brunswick (Brunswick)	H. P. Porter	1,000	2 1/2	.....550	32	36	68	58	1,400.00
15	Harford	Bel Air (Bel Air)	Oscar M. Pogle	1,000	2 1/2	450 800	15	40	55	31	1,400.00
16	Harford	Highland (Street)	Edgar R. Hauver	1,000	2	.....500	17	31	48	40	1,400.00
17	Harford	Jarrettsville (Jarrettsville)	Gilbert C. Cooling	1,000	3	450 500	15	25	40	34	1,400.00
18	Howard	Ellicott City (Ellicott City)	Minnie Murphy	1,000	3	600 750	29	32	61	50	1,400.00
19	Kent	Rock Hall (Rock Hall)	Walter H. Davis	1,000	3	500 650	10	21	31	25	1,400.00
20	Montgomery	Sandy Spring (Sandy Spring)	Chas. G. Myers	1,000	2 1/2	.....600	25	19	44	38	1,400.00
21	Montgomery	Brookville (Brookville)	L. Archie Jett	1,000	2	.....500	13	27	40	32	1,400.00
22	Montgomery	Gaithersburg (Gaithersburg)	Julian F. Walters	1,000	2	.....500	22	22	44	35	1,400.00
23	Montgomery	Surrattsville (Surrattsville)	E. S. Burroughs	1,000	2	.....500	18	39	57	48	1,400.00
24	Prince George's	Stevensville (Stevensville)	Norwood W. Voss	1,000	3	525 600	16	20	36	22	1,400.00
25	Prince George's	Crisfield (Crisfield)	F. E. Gardner	1,000	3	525 600	41	81	122	98	1,400.00
26	Somerset	Washington (Princess Anne)	Howard T. Ruhl	1,000	3	.....500	9	27	36	33	1,400.00
27	Talbot	Oxford (Oxford)	Nellie R. Stevens	1,000	2 1/2	.....500	14	25	39	34	1,400.00
28	Talbot	St. Michaels (St. Michaels)	Henry E. Adams	1,000	2	.....550	17	22	39	31	1,400.00
29	Talbot	Trappe (Trappe)	W. Neal Grubb	1,000	2 1/2	.....500	8	21	29	21	1,400.00
30	Wicomico	Sharptown (Sharptown)	J. Frank McBeck	1,000	2	450 500	6	21	27	23	1,400.00
31	Worcester	Buckingham (Berlin)	Nettie B. Carey	1,000	2	.....500	13	32	45	35	1,400.00
32	Worcester	Stockton (Stockton)	John S. Hill	1,000	2	.....500	7	13	20	15	1,400.00

COLORED INDUSTRIAL DEPARTMENTS AND SUPERVISORS OF COLORED SCHOOLS  
Year Ending July 31, 1911

County	Colored School to which Department is Attached.	Instructors	Enrollment			Average Attendance	Supervisor of Colored Schools	Number of Schools Visited
			Boys	Girls	Total			
Allegany .....	Cumberland .....	Lula V. Gibson. ....	.....	62	62	54	None required. ....	..... 33
Anne Arundel .....	Annapolis.....	Emma Dorsette .....	51	45	96	91	Eleanor A. Drury.....	..... 5
Baltimore .....	Catonsville.....	Lelia White.....	112	99	211	180	D. Fred Shamberger ..	..... 20
Caroline .....	Denton.....	L. T. Kennard.....	28	34	62	45	L. T. Kennard.....	..... 15
Cecil .....	Elkton.....	Charlotte E. Slowe ..	34	47	81	48	Charlotte E. Slowe ..	..... 30
Frederick .....	Frederick .....	Wm. O. Wilson.....	66	66	132	38	John W. Bruner .....	..... 7
Montgomery .....	Sandy Spring .....	George R. Bell.....	50	65	115	75	George R. Bell.....	..... 18
Talbot .....	Easton.....	Nellie E. J. Turner ..	39	55	94	64	Alexander Chaplain...}	..... 17
Washington .....	Hagerstown .....	Benjamin Smith .....	85	76	161	155	Everett L. Brown.....	.....
Wicomico .....	Salisbury .....	P. E. Gordy.....	152	173	325	199	George H. C. Williams..	.....











